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ABSTRACT

The document is an annotated bibliography of Yugoslav educational materials. Most books, articles, and papers were published in 1972, with the exception of a few dated 1973. Items are listed by author within the following categories: (1) history of education; (2) educational research; (3) development of education; (4) teacher training and teaching staff; (5) schools and institutions including preschool education, elementary education, secondary education, gymnasium, vocational schools, higher education, adult education, education of handicapped, and vocational guidance; (6) curricula and syllabi; (7) audio-visual aids; (8) motivation; (9) polytechnical education; (10) problems in education; (11) hostels; (12) management and financing; (13) legislation; and (14) education statistics. (Author/RM)

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Translated by
ROGER COWAN

Prepared by
THE YUGOSLAV INSTITUTE FOR EDUCATIONAL RESEARCH
Draže Pavlovića 15
Belgrade

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## I. HISTORY OF EDUCATION

294. AKSENTIJEVIĆ, Borivoj: Osamnaest decenija uspeha (Eighteen Decades of Success) *Prosvetni pregled*, Beograd, 1972, No. 36, p. 5.

On November 1 of this year "Branko Radičević" Gymnasium in Sremski Karlovci celebrated the 180th anniversary of its founding. A group of Serbs, who had fleed from the Turks and settled in Vojvodina, founded a "Sloveno-Latin" school in Karlovci in 1728 to enable their children to have an education. Shortly afterward, several other schools were opened (a Latin School in 1833, etc.). The ruling Austrian government did not wish to support these schools, so assistance was provided solely by the high Serbian ecclesiastics. Only after these schools operated for many years under difficult conditions did Leopold II of Austria allow the Serbs to open a gymnasium. The first lecture in the Karlovci Gymnasium was given on November 1, 1972. In the begining the Gymnasium did not have its own building. Only after substantial material assistance was received from the Serbian community was a separate building built in 1891. The Gymnasium still uses the same building which was styled after a medievul Serbian monastery. During the celebrations commemorating the 180th anniversary, much was said about the important role the Karlovci Gymnasium has had in educating the Serbs and in preserving the Serbian culture.

## II. EDUCATIONAL RESEARCH

295. SIMIĆ, Stevan: Sve veće interesovanje za petodnevnu nastavnu nedelju u Beogradu (Rising Interest in the Five-Day School Week in Belgrade), *Beogradsko školstvo*, Beograd, 1972, No. 42, p. 9.

There are an increasing number of advocates of the five--day school week. This schedule has been experimentally introduced in 23 elementary and secondary schools in Belgrade. The first feedback on positive elements and problem

areas was received last year. Most of the schools had a favorable opinion about the new five-day work schedule and the division of the school-year into trimesters. The work of the students was more orderly and they invested more effort in their studies in order to have better grades at the end of each three-month period. The students were tested at least six times during the school year instead of four times as in the past. Pioneer and youth organizations were considerably more active. Approval for experimental work in the five-day school-week was given by the Educational Council of Serbia. This year the past experiences will be confirmed, the contents will be expanded and the organization enriched.

## III. DEVELOPMENT OF EDUCATION

296. BROĆIĆ, M. and others: *Mladi-položaj-vaspitanje-aktivnosti* (The Young — Their Place, Education, Activities), Beograd, Institut društvenih nauka, 1971, 1106 p.

This is a bibliographical handbook — a documentation study which can contribute to broadening knowledge about youth. It covers more-important works about the young which have been published in Yugoslavia over the 18-year period from 1950 to 1967, but it includes only those published in Serbo-Croatian, Slovenian or Macedonian. It deals with all literature which refers to the young or is of direct importance to their life and development. Contents have been listed by subject but there is also a list of titles at the end of the book. The material is categorized into 4 groups: 1) The social position of youth and children; 2) The education of youth and children 3) The social activities and organizations of children and youth; 4) The general characteristics and structure of youth. Within each general section there are subsection. Within each subsection there is a list of books and brochures published separately and then a list of articles. The book contains a total of 6015 entries.

297. Kritički osvrt i dogovor o pravcima buduće akcije (Critical Review and Agreement on the Directions of Future Action), *Prosvetni pregled*, Beograd, 1972, No. 35, pp. 4—7.

In the Secretariat for Education and Science of Serbia a meeting was held on October 26, 1972 of representatives of Republican bodies and organizations in the field of education and science. During several hours of discussions chaired by the Republican secretary of education and science, mention was made of the tasks confronting all participating organizations, and the condition ensuing from the

Letter of Comrade Tito and the Executive Board of the League of Communists of Yugoslavia. Past work was critically analyzed and immediate and long-term tasks of these Republican bodies were pointed out. The article contains excerpts of expositions by participants at the meeting. Among those giving talks were the Republican secretary and deputy Republican secretary of education and culture, the rector of Belgrade University, the president of the Assembly of the Republican Association of Education, the Representative of the Association of Schools for Skilled Workers, etc.

298. MILIVOJČEV, B.: Samoupravni sporazum građevinarstva Srbije o obrazovanju (Self-Management Agreement about Education in the Construction Industry of Serbia). *Naša stručna škola*, Beograd, 1972, No. 12, p. 5.

The ogranizations of associated work in construction and the building materials industry of Serbia proper have concluded a Self-Management Agreement (samoupravni sporazum) on the Distribution of Income and Salaries and on providing Minimum Standards and Working Conditions for Workers and on Solving Social Questions in Organizations of the Construction and Building Materials Industries in Serbia Proper. Although education is not specially mentioned in the relatively long title of the Agreement, its contents nevertheless regulate many questions in the educational field. Thus, the signatories are obligated, within two years from the signing of the Agreement, to give literacy training to all illiterate workers to the age of 40; to organize elementary education classes so that within 5 years all employed workers of up to 40 years of age have a completed elementary education; to pay all school expenses of all workers who wish to become qualified as semi-skilled or skilled workers, if they have been accepted in an institution which provides this training, if they regularly take examinations and finish on schedule, and if the schooling is in the interest of the work organization; to constantly work on the advanced training of workers, and to organize permanent education in self-management, socio-economic relations and technical job safety training for workers.

299. MIRALEM, Asim: Obrazovanje u nacrtu društvenog plana razvoja Bosne i Hercegovine za period 1971—1975. godine (Education in the Draft Social Development Plan of Bosnia-Hercegovina for the 1971—1975 Period), *Naša stručna škola*, Beograd, 1972, No. 1, p. 4.

The further development and transformation of education in Bosnia-Hercegovina in the 1971—1975 period should ac-

comodate a more complete integration of education in socio-economic development and the development of each individual in accord with the needs of the economy and society as a whole. The quality and efficiency of education will be given special attention. In the area of elementary education priority will be given to increasing the coverage of children of elementary school age and adults. The development of oriented educations should be based on the Federal Assembly's Resolution on the Development of Education on a Self-Management Basis of 1970. It is planned that by 1975, secondary education will encompass about 140,000 students or 34% of the corresponding generation. In this period the principal tasks in the field of higher education will be to carry out policy on the restructuring of higher education, the development of self-management relations and the establishment of direct ties with the other forms of associated work.

300. MLIVONCIC, Ivica: Knjiga za prijatelja (Books for Friends). *Školske novine*, Zagreb, 1972, No. 32, p. 15.

The Pioneer Tribunal and the Tribunal of Youth in Split have, within the framework of International Book Year, drawn up a program on how to bring the book closer to youth and rural residents. The first part of the program titled "Books for Friends" is now being carried out. Above all, the program is designed to bring pioneers from the town of Split closer to their counterparts in the hinterland of the Split commune. During Children's Week pioneers from Split will visit schools in the hinterland and on that occasion will present their counterparts with a number of selected books. For many of the children in the hinterland these will be the first books of their libraries. Ceremonies will be held to commemorate the occasion. The Pioneer Tribunal of the People's University will organize a recital of children's poetry for the hinterland pioneers. The People's University will also transform its vehicle into a book bus to transport books from its collection to the villages where they will be given away. The Fund for the Advancement of Cultural Activities of the Split Commune has allocated 20,000 new dinars for this purpose.

301 Odlučne akcije i mere u obrazovanju (Decisive Actions and Measures in Education) *(Instruktor)*, Beograd, 1972, No. 48, p. 1.

The Letter of President Tito and the Executive Bureau of the Presidium of the League of Communists of Yugoslavia has led to the initiation of a series of activities in the field of education by work organizations, interest groups, professional services and administrative bodies. These activities are characterized by the efforts and decisiveness of

workers and communists to join together to eliminate weaknesses and shortcomings in past endeavors, and to determine future directions and specific measures and actions. Broadly speaking, these activities can be grouped in the following way: the decisive orientation towards carrying out the Constitutional Amendments on the further development of self-management in the field of education and the strengthening of the direct impact of associated work in this area; the further development and strengthening of those contents of the upbringing function of the schools which assure a more complete socio-political education, socialist upbringing and Marxist education of Yugoslav youth by taking steps to remove social shortcomings and class differences in the process of socialization and education of children and youth; the effective elimination of all types and forms of misuse and illegal activity in the work of the educational institutions.

301. Osnovana Stalna konferencija ustanova za proučavanje i unapređenje vaspitanja i obrazovanja (Standing Conference of Educational Research Institutions Founded), *Naša stručna škola*, Beograd, 1972, No. 12, p. 3.

On December 4, 1972 the educational research institutes of the republics and autonomous regions concluded a Self-Management Agreement on Cooperation among Educational Research Institutions. Regulated by this Agreement are basic questions of professional and other cooperation and mutual aid among those educational research institutes which signed the Agreement and other institutions which might join in the future. The signatories of the Agreement are required: to exchange information and materials on their work and on changes in their areas and work programs; to mutually orient and develop corresponding informative documentation activity and other common publishing activity; to reach an agreement on coordinating their work programs. To promote the attainment of these goals the signatories founded a Standing Conference of Educational Research Institutions.

303. PETROVIĆ, R.: U obrazovanju i kulturi potreban je veći društveni uticaj (Greater Social Influence on Education and Culture Needed), *Prosvetni pregled*, Beograd, 1972, No. 36, p. 3.

At the beginning of November of this year in Belgrade the annual meeting of republican and regional secretaries of education and culture was held. The following themes were discussed at the meeting: Carrying out the constitutional amendments in the field of education; Elementary education for the children of Yugoslav workers abroads; University student standards; Adherence to the republican re-

gulations on taxation of books and news media; Consideration of elementary questions about financing cultural activities; How to bring about social influence on those cultural areas which are of particular interest to society. Each theme was discussed thoroughly and a number of important conclusions were adopted, including the following: 1) Since society, so far, has not had greater impact and control in the area of higher education because of the independence of the universities not only in deciding on their curricula but also in other areas (selection of university professors, decisions on working hours, etc.) the possibility of extending the authority of educational supervision to higher education should be considered; 2) The Marxist education of youth is a general Yugoslav problem; 3) It was recommended that a tax burden of about 30% be levied on trivial literature and all publications which do not have a cultural and social value.

304. Prikupljanje knjiga za siromašne škole (Book Drive for the Less Wealthy Schools), *Prosvetni pregled*, Beograd, 1972, No. 39, p. 8.

At the end of November of 1972 a book drive was initiated so that libraries might be opened in schools in the less-developed regions. The drive was conducted by the Cultural-Educational Association of Serbia and Radio-Belgrade. The initiative came from Belgrade's "22 Decembar" Elementary School. The goal of the drive was to gather books which had been read and send them to schools in poorer regions. Schools giving the books addressed them to the Morning Program of Radio-Belgrade. Radio-Belgrade and the Cultural-Educational Association of Serbia were in charge of distributing the books to the various schools.

305. STANKOVIC, A: Vospitanieto i sovremenite promeni vo životot (Education and Contemporary Changes in Living), *Prosveten rabotnik*, Skopje, 1972, No. 37, p. 11.

A Symposium and the Annual Assembly of the Educational Society of Macedonia was held in Skopje on October 13 and 14 of this year. Several papers were presented at the Symposium by renowned Yugoslav pedagogues. Papers presented included: "Intentional and Functional Upbringing in Contemporary Conditions"; "Socio-Economic Changes and Upbringing"; "Programming Educational Contents in Conditions of the Scientific-Technical Revolution"; "Contemporary Social Change and the Upbringing of Youth"; "Assistance from Educationists as a Factor in Training Teachers in Self-Management". All papers presented covered and enlightened on various educational questions and pro-

blems which are closely tied to the needs and requirements of Yugoslav self-management socialist society. Following the Symposium the Annual Assembly of the Educational Society of Macedonia was held. During the meeting information was given in connection with the proposal to open a University School of Industrial Education in Bitolj. During discussion doubt was expressed as to the justification of the proposal since there is already an Electrical Machine School in Skopje which fulfills the needs of the Republic of Macedonia.

306. Unapređivanje marksističkog obrazovanja (The Advancement of Marxist Education), *Andragogija*, Zagreb, 1972, No. 6, p. 3.

The Educational Council of Croatia has issued the Recommendation on Measures for Advancing Marxist Education in Educational Institutions. In the Recommendation administrative personnel and bodies have been assigned the task of taking steps to strengthen the upbringing function in teaching, school work and life in general, with special emphasis on Marxist education. The teaching staffs of educational institutions are to concern themselves with the moral-political stature and responsibility of teachers, and with the professional and learning level of the educational process in the schools in accordance with the upbringing function of the schools. To intensify Marxist education, continual in-service teacher training in all subjects must be organized for teachers of elementary and secondary educational institutions. The educational supervision department will organize seminars for school principals, for teachers who will be in charge of further teacher training in Marxist education, and for organizers of in-class and extracurricular forms of Marxist education of students. The seminars will be held in sites throughout Croatia. Their contents will include work on basic themes in the areas of Marxism, Marxist education, the theory and practice of self-management socialism, and the role of the schools and teachers in Marxist education. Without waiting for the adoption of a new curriculum, all secondary schools are to introduce the subject: "Social Policy Regulations of Yugoslavia" in the curriculum with the help of the educational supervision department. This subject will better acquaint students with the theory and practice of self-management socialism in Yugoslavia. Publishing houses, radio, television and the press are to work together with the educational institutions of Croatia to advance Marxist education. Educational television and radio will have a special role in spreading Marxist education. The Educational Council of Croatia has requested that the radio and television stations synchronize their Marxist education programs with the programs of the other educational institutions. The edu-

cational supervision department is charged with the systematic organization and supervision of all areas mentioned in the Recommendations. This department should draw up instructions for having the Recommendations carried out.

## V. TEACHER TRAINING AND TEACHING STAFF

307. Aktiv direktora o doškolovanju nastavnika (Work Group of Principals on Completing the Education of Teachers). *Školske novine*, Zagreb, 1972, No. 34, p. 8.

Serious discussion got underway in Split this autumn on the training requirements of secondary school teachers. By 1976, all secondary school teachers must attain a university education. Working in Split secondary schools last year were 110 educational workers with higher school education and 36 with secondary education qualifications. The largest number of these were teaching physical education, mathematics or Croatian. If these teachers do not obtain the legally required training within the prescribed time period they will have to leave their jobs. For this reason the Work Group of Secondary School Principals in Split decided to pay special attention to this area and to take some form of action immediately. In Split elementary schools there are a certain number of teachers with a university education, so, by social agreement (društveni dogovor), an exchange of teachers between elementary and secondary schools might be arranged. It was the opinion of the Work Group that the trade union should join in the movement to organize programs so that teachers might complete their training. The Work Group concluded that a special group should be formed to study the situation and come up with an appropriate solution.

308. D. J.: Savetovanja i seminari za prosvetne radnike (Symposiums and Seminars for Educational Workers). *Revija školstva i prosvetna dokumentacija*, Beograd, 1972, No. 1, pp. 47—48.

The Yugoslav Institute for Educational Research organized 13 symposiums and seminars for educational workers during 1971 and the first half of 1972. Main themes of these symposiums and seminars were: Modernization of Education — Innovation in Educational Technology; Modern Organization of Work on Upbringing in the Schools; The Advancement of Work in Combined Classes in Elementary Schools; Observing the Development of Students in Elementary Schools; Evaluating the Work of the Elementary Schools; New Contents in Teaching Chemistry; Elementary School without Grade Repetition; Programming Practical

Training in Schools for Semi-Skilled Workers. It was noted that the interest of teachers was greater for broader educational problems and considerably less for narrow professional problems.

309. DAŠIC, Momir: Novi prilaz stručnom i pedagoškom usavršavanju nastavnog i vaspitnog osoblja (New Approach to the Professional In-Service Training of Educational Personnel), *Instruktor*, Beograd, 1972, No. 48, p. 1.

All teaching personnel are now required by law to receive advanced professional training. Every teacher has the right to use every form of training available to raise the level of his education through permanent higher training. The schools and other educational institutions are obligated to organize their "educational work" so that teachers may attain their in-service training through work. This responsibility is also extended to the Republican Institute for the Advancement of Education, the educational institutes, the school associations, the professional associations and societies, and the adult education institutions (Art. 3 of the corresponding Law). All those engaged in this area are to finance the in-service training in the same way that regular educational activity is financed. Thus, the schools and educational institutions will provide one part of the financing while the rest will be provided by the local associations of education, and the Republican Association of Education. The system of in-service teacher training will encompass: 1) the in-service training of beginning teachers (preschool and elementary school class teachers, subject teachers, professional collaborators and teachers with university education); 2) the passing of a professional examination by all job categories mentioned; 3) the permanent in-service training of teachers after they pass the examination.

1. *The professional and educational-psychological in-service training of teacher candidates* (pripravnik) takes two years and is followed by a professional examination which, when taken successfully, gives the teacher the right to carry out his educational work independetly. The goal in training the teacher candidate is to gradually and systematically introduce him into the modern educational process of the school or an other educational institution. The training program for the beginning teacher is to be determined by the school or educational institution. The obligatory student-teaching (stažiranje) period of 30 days is a novelty in this phase of training. It is designed to acquiant the future teacher in the best possible way with the life and work of the school. During this period the candidate receives full assistance from the school principal and experienced teachers in the candidate's field. The sub-

sequent systematic observation of the teacher candidate (over a two-year period) is carried out by a special commission formed by the professional body of the educational institution.

2. *The profesional examination* is designed to show the extent to which the teacher candidate has expanded and updated his knowledge about educational work in the school he acquired at the university or teachers' school. The structure of the examination was changed by the new Law so that it now consists of the writing and defense of a professional thesis; the writing giving and defense of a practical lecture; an oral examination on teaching methods in the chosen subject of the teacher, or, for class teachers, an oral examination on teaching methods in the subject chosen for the practical lecture; an oral examination on contemporary educational theory with developmental and educational psychology; an oral, examination on sociopolitical regulations and work and school legislation. The examination is to be taken in front of a commission formed by the Republican Secretary for Education, Science and Culture following recommendation by the Republican Institute for the Advancement of Education. The specific conditions for the work of the commission and the profesional examination program are covered in separate regulations.

310. KALE, Albert: Intenzivnije stručno usavršavanje (More Intensive Professional In-Service Training), *Školske novine*, Zagreb, 1972, No. 40, p. 16.

For several years now the Benkovac commune has been endeavoring to provide professional in-service training for teachers. For this purpose the commune handles subscriptions to educational and professional journals, organize commune-wide professional work groups for subject teachers, and arrange attendance of regional symposiums and summer seminars of the Institute for the Advancement of Elementary Education of Croatia. The teachers library contains a solid collection of books. The Teachers' Academy of Zadar and the Association for Financing Elementary Education organized a studies program for class teachers which began on October 28 of this year. Seventy-five of the total 162 class teachers are enrolled in this program. Even earlier there was a desire for professional in-service training, but justified reasons such as lack of finance, work obligations and poor communications prevented it from being organized, or reduced studies to the minimum. Lectures of the new studies program will be held in Benkovac and expenses will be borne by all educational workers in the commune through the Association for Fi-

nancing. The schools will also do everything possible to enable students to regularly attend lectures and take examinations.

311. KNEŽEVIĆ, Ilija: Ponovo o kodeksu (Again about a Code of Ethics), *Prosvetni pregled*, Beograd, 1972, No. 36, p. 1.

The author of the article advocates a renewal of the discussion about a code of ethics for teachers, which was begun by the editors of this journal back in 1968. In a survey conducted at that time a majority were in favor of having a code of ethics. All material from the discussion together with the arguments pro and con were submitted to the Trade Union of Workers in Social Activities of Serbia. The idea about the code of ethics was adopted in principle by the Trade Union but there was never a general discussion about it. The idea of a code of ethics is not new. Journalists and doctors have their code and jurists will soon have one too. Today, when the Letter of President Tito and the Executive Bureau of the League of Communists of Yugoslavia is being discussed in all forums and organizations, the large army of educational workers must also openly talk about all negative features in their own ranks and set norms which, for upright educational workers, will not represent any kind of burden.

312. MARKOVSKI, Živko: Stručno i pedagoško usavršavanje nastavnika u SR Makedoniji (Professional and Methods In-Service Training of Teachers in Macedonia), *Instruktor*, Beograd, 1972, No. 48, p. 4.

Professional and methods in-service teacher training is to be carried out in accordance with the curriculum for each teaching subject. These curricula are to be prepared by the university schools of education and the Republican Institute for the Advancement of Education in cooperation with scientific institutions, educational and cultural services, the schools and the school associations. The curricula are to be designed so that teachers can acquaint themselves, through systematic in-service training, with the latest technical and technological developments in the subject that they are teaching. Through practical training in educational psychology they will learn about all new developments in the fields of education, didactics, educational psychology and teaching methods. The curricula have been sent to the schools, and the teachers who are to receive the training have been informed about their contents. The number of years of service will determine which teachers are to receive the training. Thus, teachers who, during the school-year, complete two, seven, twelve and seventeen years at their jobs are to receive the training. Other teachers will receive the training only if their work results have been

unsatisfactory. If the regulations stay in force for the next fifteen years, those teachers now invited for the training and have two years of experience will have to take the seminars three more times. On the other hand, teachers with more than seventeen years of experience will not be invited for the training, but they will attend special courses, symposiums, and other forms of in-service training which will be organized by the teacher-training institutions, educational services and other institutions and associations. For beginning teachers (who have less than two years work experience) special forms of in-service training will be organized, including observation of their work, seminars, consultations, etc. The schools are required to determine, at the beginning of the school-year, which teachers must receive the professional and methods in-service training in accordance with Art. 5 and 6 of the Regulations. The Regulations are reported in a special publication (Službeni vesnik SR Makedonija No. 32/71). The problem remains as to what to do about those whose work experience includes work other than teaching. This should be kept in mind, because the Regulations, in certain sections, specifically denote years of teaching experience and not work experience.

313. Način izbora nastavnog kadra visokoškolskih ustanova u SRS (The selection of Teaching Cadre in the Universities of Serbia, *Službeni glasnik SRS*, Beograd, 1972, No. 51, p. 1435.

The new Law on Higher Education in Serbia contains precise rules on the selection of teaching cadre. All except full professors are subject to reappointment. A professorship can be temporarily given to a scientist or other distinguished expert without the necessity of the formal selection procedure. In all cases account must be taken of the moral and ideological aptness of the teacher. Art. 11 of the Law provides that this judgement of aptness can be made, without having to be part of the selection procedure, by the university, socio-political organizations, the commune, city or republic. The appointment of a teacher to a title and a working post is made on the basis of a recommendation of a commission formed by the body responsible for the decision on the appointment. The commission must be composed of at least 3 members appointed from among the teachers of the university which has the job opening or of another university, or from among the ranks of scientists and other experts. At least 2 of the commission members must be from the branch of science or art corresponding to the job opening, and the third member must be from a related branch of science or art. The commission members cannot hold a title which is lower than the title for which the candidate is to be appointed. The commission must submit a report on each applicant to the decision-ma-

king body within a period set by that body. In the report, the commission must include biographical data, a review and evaluation of the scientific or artistic work of each candidate, data on where works were published, an evaluation of the morality, ideology and other qualifications of the candidates for carrying out the goals of an institution of higher education. The material for the appointment to a title and work post must be made available for Public discussion 30 days prior to the day when the decision is to be made. The appointment to a title and working post is to be made by all teachers and scientific workers of the institution of higher education. The Statute of the institution of higher education can allow for the appointment of an assistant of that institution to the title of teacher or scientific assistant. At the time of reappointment or appointment to a higher title, the students can give their opinion about the aptitude of the teacher in question in a way prescribed in the Statute. A special change introduced by Art. 88 of the Law is that students can be hired as assistants for carrying out certain types of scientific work and teaching by a university. The manner in which a student can be hired is to be prescribed in the university statute.

314. *Nastavnik razredne nastave u osnovnoj školi. Prilog metodici rada razrednog nastavnika* (The Class Teacher in Elementary School. Writings on the Work Methods of the Class Teacher), Zavod za unapređivanje osnovnog obrazovanja SR Hrvatske, Zagreb, 1972, p. 144.

In 7 separate writings, various authors speak about the advancement of teaching and learning in the lower grades of elementary school. The separate works are the following: "The Learning Process in Class Teaching" (I. Furlan); "The Upbringing Function of the Teacher in the First Four Grades of Elementary School" (A. Zadrović); "Modern Teaching Techniques in Class Teaching" (S. Bjondić). The writing entitled "Mathematics in Elementary School Class Teaching" (by J. Markovac) appears at a time when a reform of mathematics teaching in elementary school is being carried out. Two other article: "Reading in Elementary School Class Teaching" (A. Kobola); "Current Tasks of Class Teachers" (M. Omćikus), and a large bibliography with 170 entries, which was prepared by Anica Skorupan, on the theme: "Problems in the Work of Class Teachers" complete this book.

315. NIKOLIĆ, Milenko: Pedagoška akademija i povećanje stručne spreme učitelja (The Teachers' Academies and Raising the Professional Qualifications of Teachers in the Lower Grades of Elementary School), *Instruktor*, Beograd, 1972, No. 46, pp. 1—2.

In accordance with the Law of March, 1971, work began in the teachers' academies of Serbia in September of this year. In the other socialist republics of Yugoslavia teacher's academies have already existed for several years. However, the teachers' academies founded in Serbia for training class teachers are different from those in some of the other republics. In those republics the teachers' academies are two-year schools of higher education; in Serbia they are a unique six-year school. The last two years are for the professional specialization of the class teacher. The Law on Teachers' Academies allows for the raising of qualifications of teachers who earlier completed a teachers' school by following a special program prescribed by the Educational Council. The existing regulations do not require a class teacher to complete a teachers' academy. However, the Law on Job Relations gives advantage in hiring to people who have higher professional qualifications if all other conditions are equal. Naturally, there is also a difference in salary in favor of those with the higher qualifications, so it is completely logical that it is within the interest of the class teacher to complete a teachers' academy.

316. Učitelji će dobiti veliku pomoć (Teachers to Get Big Assist), *Prosvetni pregled*, Beograd, 1972, No. 31, p. 2.

At the beginning of October, 1972, a meeting of representatives of all teachers' academies, the Educational Institute of Serbia and the regional educational institutes was held in Belgrade. The purpose of the meeting was to consider the best way to organize the part-time studies program at the academies. A coordinating commission was formed to draw up a plan for the organization of the program. Members of the commission were representatives of all previously mentioned bodies plus representatives of the Republican Institute for Elementary Education. The commission is to propose a way to finance all activities connected with part-time studies; to determine the duties of all insitutions in this field; to inform the republican bodies and the public about the problems and the results in the part-time studies program for elementary school teachers of the lower grades. The commission is also charged with the duty of arranging assistance for part-time students, including organizing professional counselling for individuals or groups of students, organizing courses with lectures and exercises in individual teaching subjects, providing assistance in getting materials published, and, eventually, giving assistance in radio and television programs.

317. Vanredno studiranje učitelja u pedagoškoj akademiji (Part-Time Studies for Teachers in the Teachers' Academy), *Instruktor*, Beograd, 1972, No. 48, p. 7.

Almost 10.000 teachers of the lower grades of elementary schools of Serbia are interested in following a part-time studies program for class teachers at the teachers' academies. This article covers those sections of the Law on Teachers' Academies which deal with this area. It contains information about the enrollment of part-time students, the professional counselling which is provided in 20-hour sessions over a period of 3 days at the end of each semester, the examinations and the periods within which they must be taken. For part-time students 5 examination dates have been scheduled (September, November, February, April and June). To take each examination part-time students must pay 150 dinars, while they must pay 500 dinars for the graduation examination. A fee of 100 dinars is charged for oral examinations.

318. VIDAKOVIC, Petar: Korisno savjetovanje (A Beneficial Symposium), *Školske novine*, Zagreb, 1972, No. 41—42, p. 15.

The Association of Teachers of Technical Education of the communes of Pula and Rijeka recently organized a symposium and excursion to Ljubljana in cooperation with the Institute for the Advancement of Elementary Education of Rijeka. The teachers of these communes were in favor of this form of in-service training being continued in the future. All parcitipants visited two elementary schools and two kindergartens in Ljubljana. All of these schools are furnished with the most modern teaching and technical aids. During the symposium the participants attended classes in traffic safety and technics. After the lectures they talked with their Ljubljana colleagues. During these discussions representatives of the Educational Institute of Slovenia were also present. During the second day of the symposium, which was held in Motovun, discussion centered on the possibility of organizing technical teaching in pre-schools, and of continuing traffic safety teaching from pre-school through the final grade of elementary school. The five-day school-week was also an important part of the discussion.

319. VILOTIJEVIC, Mladen: Mogućnost dokvalifikacije vaspitača u domovima učenika (The Possibility of Completing the Legally-Required Training of Teachers in Student Hostels), *Instruktor*, Beograd, 1972, No. 45, p. 6.

Two years ago the Association of Student Hostels of Serbia began work on having their teachers complete their legally--required training so that these teachers would not find themselves in the situation of being out of a job because they did not have sufficient professional training. To carry out this project an agreement was reached with the Teach-

ers' Academy of Ljubljana — the only institution in Yugoslavia with a training program for student hostel teachers. The agreement called for the opening of a department of this Academy in Belgrade with an enrollment of 115 teachers. The modern curriculum enables teachers to receive the proper trainig in all areas related to their work. The general studies program covers the following: general education with the history of education, didactics, educational psychology, general and child psychology, philosophy with ethics, sociology, social codes and the use of audio-visual aids. Specialized studies included the study of educational sociology, mental hygiene, education of handicapped, education in the hostel, education of the family, literary education, physical education, health, leisure activity, anatomy, physiology and the legal and health protection of children and youths. Students who had a grade-point average of above 8 out of 10 have the right to enroll in the third year in the School of Liberal Arts, Department of Education and Psychology, of Ljubljana University, since all examinations for the first two years will be recognized as having been passed. During the third and fourth years of this School 11 subjects are studied.

## VI. SCHOOLS AND INSTITUTIONS

320. Veliki interes za muzičku školu (Great Interest in the Music School), *Školske novine*, Zagreb, 1972, No. 34, p. 8.

The "Josip Hatze" School of Music in Split has been successfully operating for years, and there has always been great interest in program it offers. Nevertheless, the school is confronted with many problems and poor working conditions. This year, interest in the school was especially high. There were 296 applicants, but only 125 could be accepted. Only students with excellent grades were enrolled. Among those who were turned down were students who had received a mark of between very good and excellent on the entrace examination.

### VI. 1. PRESCHOOL EDUCATION

321. MIHAJLOV, Pola: Formiran savez zajednica predškolskih ustanova Jugoslavije (A Federation of Association of Preschool Institutions of Yugoslavia Formed), *Prosvetni pregled*, Beograd, 1972, No. 39, p. 7.

The Yugoslav Conference of Preschool Workers, which was recently held in Subotica, drew a large number of workers from throughout the country. On the agenda for the

first day were papers on the history of preschool education. Presented on the second day were papers which represent the first attempts by Yugoslav experts to scientifically study the care and upbringing of small children. The third day of the conference was dedicated to the education of teachers for work in preschool institutions, to problems in theory and practice, and to the formation of associations of preschool institutions. To do its part in helping to strengthen the role of the working class in the self-management society, the Federation of Associations of Preschool Institutions of Yugoslavia will do everything in its power to help introduce the 21st, 22nd and 23rd Constitutional Amendments into practice.

322. MILOVANOVIC, Sveta: Pripremni razred (Preparatory Grade), *Prosvetni pregled*, Beograd, 1973, No. 1, p. 7.

In the elementary schools of the Timok region and the Homolje mountain region of Eastern Serbia, where the mother tongue of the children is Rumanian, preparatory classes have been formed so that children can learn Serbo-Croatian and thus later be taught in that language. This is the broad wish of the parents of students in this region. The preparatory classes are not kindergartens but a component part of the schools. These children frequently sit beside first grade students and learn the language by listening to them and their teachers. The students spend one year in the preparatory classes as actual students, but they do no written work or reading. In this way they are fully prepared to enter first grade when they reach the age of seven.

## VI. 2. ELEMENTARY EDUCATION

323. FURLAN, Ivan: Suzbijanje školskog neuspjeha u nižim razredima osnovne škole (Holding Down Failure in the Lower Grades of Elementary school), *Pogledi i iskustva u reformi školstva*, Zagreb, 1972, No. 2, pp. 21—26.

To reduce student failure in the elementary schools of Croatia, a series of measures have been enacted use of better teaching methods, closer acquaintance with children at the beginning of their schooling, remedial work for slow students, teaching students how to learn, application of modern methods in beginning classes of reading, writing and arithmetic, etc. There are various causes for difficulties in learning which lead to failure in school. The schools must therefore adopt an entire system to help all students who are not succesful in school. Thes system must include new procedures as well as the ones mentioned above. Spe-

cial texts have been prepared by the Institute for the Advancement of Elementary Education of Croatia so that students can be introduced to rational methods of learning through independent reading.

324. Intenzivno učenje francuskog jezika od I do VIII razreda u osnovnoj školi "Slobodan Princip-Seljo" u Beogradu (Intensive Teaching of the French Language from Grades 1 through 8 at "Slobodan Princip-Seljo" Elementary School in Belgrade), *Prosvetni glasnik*, Beograd, 1972, No. 4—5, pp. 609—614.

The Educational Council of Serbia has approved the experimental program "Intensive Teaching of the French Language in Slobodan Princip-Seljo Elementary School in Belgrade". The experiment comprises the intensive teaching of the French language as the first foreign language, using modern methods and teachers whose mother tongue is French. The aim is to test the idea of forming a specialized 8-year gymnasium with classical and modern language programs to fulfil a specific function of education of youth at the secondary level. Thus, basic hypotheses are being tested. Also being tested is the adequacy of the curriculum as preparation for the language gymnasium.

325. HORVAT, V.: Studioznije o pažnji učenika (Being More Studious about the Attention of Students), *Školske novine*, Zagreb, 1972, No. 43, p. 12.

The symposium "On the Problems of Student Attention in Elementary School" was held in Pula on November 10 of this year. The symposium, which was organized by the Institute for the Advancement of Elementary Education of Croatia and "Neven Kirac" Experimental Elementary School of Pula, was attended by representatives of the educational institutes and by educational workers from the Istrian area, and by students of the Teachers' Academy of Pula. Interesting lectures were followed by lively discussions about the extent to which modernization, intensification and rational teaching can reduce the extensive lack of attention of students.

326. KNEŽEVIĆ, Milija: Rezultati i želje (Resultats and Wishes), *Prosvetni pregled*, Beograd, 1972, No. 39, p. 6.

The author visited "Svetozar Marković-Toza" Elementary School in Taraš, Vojvodina, during the school's Founder's Day celebrations. The celebrations were instituted in 1970 when a new school was opened to replace several old ones. Schools in Taraš village date back to before 1848. Today school has 12 teachers and 200 students but the number of students is declining. The school has been very successful

in both academic and extracurricular activities. Its students have won a large number of trophies and awards in various competitions. The following exhibitions were prepared for this year's Founder's Day: student work, teaching material, historical documentation of the school, and past and present photographs of the school. The author concludes that the staff has invested much time and effort in building and excellent school which today is working to achieve the best results possible and preserve its worthy traditions.

327. Zanimljiva saobraćajna akcija (An Interesting Traffic Education Program), *Školske novine*, Zagreb, 1972, No. 34, p. 8.

In recent years a great many pedestrians have been struck down by traffic in the streets of Split. For this reason the city is taking preventiv steps by promoting traffic safety education. The first to be covered by this program are the students of the elementary schools. A training program for a traffic patrol was organized at the beginning of October. The students of the 12 Split elementary schools were included in the broad campaign to educate pedestrians in traffic safety. Under the guidance of instructors and traffic police the students received a broad education about behavior in traffic situations, especially in narrow, crowded streets. They were then charged with the responsibility of educating their friends who were not covered by the campaign. Similar campaigns have been organized in other Dalmatian towns.

328. Z. Z.: Sat razredne zajednice — bitni faktor vaspitne funkcije škole (The Class Association Hour — An Essential Factor of the Educational Function of the Schools), *Školske novine*, Zagreb, 1972, No. 40, p. 16.

The Institute for the Advancement of Elementary Education of Rijeka held a seminar in Pula on the organization of work in the elementary schools. The seminar was held on October 28 and 29 of this year and its theme was "The Class Association Hour". On the first day the following topics were discussed: Goals and Tasks of the Class Association Hour; The Home Room Teacher as the Educational Administrator of the Class, and Planning Work for the Class Association Hour. On the agenda for the second day were the following problems: The Upbringing Function of the Elementary School; Explanation about the Contents of 'Human Relations between Sexes' within the Class Associations, and The Educational Possibilities of Educational Radio and Television as part of the Upbringing Function of the School. A total of 195 home room teachers, school principals, educationists and representatives of associations

for financing education from the entire Rijeka commune attended the seminar. The elementary school's significance in society and its upbringing function were emphasized at the seminar.

## VI. 3. SECONDARY EDUCATION

329. N. St.: Vojne škole izjednačuju se po rangu sa ostalim (Military Schools Set Equal in Range with the Others), *Prosvetni pregled*, Beograd, 1972, No. 35, p. 2.

At the beginning of November of this year the Federal Assembly discussed the proposed Law on Military Schools which would legally regulate the status of military schools and scientific institutions in the Yugoslav Army. These schools are: secondary military schools, a higher military school, a university military school, and a reserve officers training school. The proposed Law covers the admission requirements of these schools and the rights and duties of students. It allows for the possibility of enrollment in the higher military schools by those who completed a civilian secondary school. Novelties of the Law are: Because they are minors, those in secondary military schools who break discipline rules are not subject to the regulations on military discipline; students of secondary military schools are now given the chance to repeat the year, but just once during the course of their schooling. Students of civilian schools are given two chances.

## VI. 3 (a) GYMNASIUM

330. M. Č.: Zajednica učenika, nastavnika i roditelja (Parent-Teacher-Student Association), *Prosvetni pregled*,, Beograd, 1972, No. 35, p. 3.

The article is about the Fifth Belgrade Gymnasium which, because of its excellence not only in academic affairs but also in other areas (furnishing of the school, extracurricular activities, cooperation with parents), received this years's "Dositej Obradović" October Award. Last year only 16 students or 1.38% of the total 1162 students in the gymnasium had to repeat the year. Thus, 98.62% of the students successfully completed the year. For years now, over 50% of the students have completed the year with very good or excellent marks, which is a vivid indication of the solid education they receive. The school has well-furnished classrooms and laboratories for chemistry, physics, biology, and other subjects such as geography,

art and polyetchnical studies. The library and reading room have a rich collection of books; the halls are attractively decorated, and there is an auditorium with a seating capacity of 300. The parents of the students work very actively with the school, and the school is much indebted to them for its being so well furnished. The Fifth Belgrade Gymnasium works on a five-day school-week which was introduced last year after studious preparation. A large number of the students (over 60%) also come on Saturday to participate in the various extracurricular sections (literary, music, sports sections and sections for various subjects). During their free time they engage in those activities at which they are most adept.

## VI. 3 (b) VOCATIONAL SCHOOLS

331. ANGELOV, Krum: Poligon praktične nastave Šumarskog školskog centra "Ivo Ribar-Lola" u Kavadarcima (Polygon for Practical Training at the "Ivo Ribar-Lola" School Center for Forestry in Kavadarci), *Naša stručna škola*, No. 12, p. 8.

"Ivo Ribar-Lola" School Center for Forestry in Kavadarci is an educational institution which has many years of experience in training semi-skilled workers and personnel with a secondary school education for occupations in forestry, the wood industry and city landscaping. It gives special attention to practical training so that its graduates can be all the more successful in their future occupations or in continuing their studies at the university. The Center has well-furnished laboratories, a nursery, woodworking workshops, and a polygon for practical training. All types of practical exercises are carried out in the polygon. It contains almost all forest product assortments in sizes which comply with Yugoslav standards. There are samples in which there are flaws in the wood. With the help of teachers, students learn to identify flaws and compute the effect of these flaws on the quality, quantity and use-value of the raw materials. Exercises in geodetics and other research are also carried out at the Center.

332. ARSIĆ, Stojan: Usmereno obrazovanje (Oriented Education), *Prosvetni pregled*, Beograd, 1972, No. 32, p. 9.

The article is about the School for Semi-Skilled Workers in Paraćin. Its elementary adult education program takes into account the large number of unskilled workers who are just becoming economically active. These workers are given vocational training as well as a general education. Because of pressing labor needs there is not enough time to wait until workers complete their general education be-

fore receiving training, but they cannot be adequately trained if they do not have an elementary education. The school has therefore introduced oriented education. Each worker attending the school is thereby able to receive the training which best corresponds to his interests and abilities. The organization has been carefully planned — the program began last year with two courses in electric welding. Since these courses were successful, the following courses are planned for this school year: electric welding, autogenous welding, sewing, and agricultural tractor manipulation.

333. B. M.: Plenum Zajednice škola za kvalifikovane radnike Srbije (Plenum of the Association of Schools for Semi-Skilled Workers of Serbia), *Naša stručna škola*, Beograd, 1972, No. 11, p. 5.

On November 25 of this year the plenary session of the Association Schools for Semi- Skilled Workers of Serbia was held in Valjevo. Discussed at the session were the draft of the Law on Secondary Education, the existing state and the problems of the schools for semi-skilled workers, and the final examinations in light of the new Regulations on the Taking of Final Examinations in the Schools for Semi-Skilled Workers. For the first time, students and teachers joined together in the reports and discussions. The students played a minor role in discussing the impending Law, but they were very active in discussions about the situation in the schools for semi-skilled workers. It was concluded that the students should continue to be active participants in the work of the Association in the future. The proposal that the students be represented on the Presidium of the Association was also adopted. Thus, in the future, the Association will comprise both students and teachers.

334. BLENKUŠ, Branko: Jesenice: dislociran odelek za vzgojo medicinskih sester (Jesenice: A Separate Department for the Training of Nurses), *Prosvetni delavec*, Ljubljana, 1972, No. 17, p. 11.

Because of the lack of nurses in Slovenia, the Republican Secretariat for Health and Social Insurance and the Clinical Center in Ljubljana have engaged the Medical School in Jesenice to organize and administrate a department for the training of personnel for work in hospitals and out-patient clinics in Ljubljana. The department will be financed by the Clinical Center while the space and staff will be provided by the Higher Medical School of Ljubljana. At a meeting in September, 1972, the working council of the Medical School in Ljubljana and the Communal Assembly of Jesenice decided that there are sufficient conditions to set up a separate department, and that this can be done by applying to the Republican Secretariat.

335. Jovičić, Ratko: Osnovan republički aktiv Srbije za modernizaciju i inovacije u obrazovanju (Republican Work Group for Modernization and Innovation in Education Formed in Serbia), *Naša stručna škola*, Beograd, 1972, No. 12, p. 5.

On December 11 of this year, in "Nikola Tesla" Electrotechnical School in Belgrade a Republican Work Group for Modernization and Innovation in Education was formed. The founding assembly was attended by a large number of representatives of vocational schools, school centers, intercommunal and communal associations of education, professional services, and other interested organizations and institutions. The Work Group was formed at the request of the educational institutions and their associations. Its purpose is to make education more rational and to coordinate and carry out the program of modernization of educational activities in the vocational schools and school centers. It is to effectively assist teachers — the principal factor in the modernization of education. It is also to work on popularizing scientific knowledge about modern educational technology and on improving the technical teaching base. The outline of the work program of the Work Group for the coming period was adopted at the founding assembly.

336. Nastavljaju bogatu tradiciju (Continuation of a Rich Tradition), *Školske novine*, Zagreb, 1972, No. 41—42, p. 10.

The School Center for Decorative Arts and Industrial Design has celebrated its 25th anniversary and the 65th anniversary of the founding of the first school in Dalmatia for training personnel in the applied arts. During the years the achievements of this School in the area of the applied arts were considerable. In recent years graduating students have found work in creative design at "Jugoplastika" Combine. Last year the School was expanded into the School Center for Decorative Arts and Industrial Design. The main task of this Center is to train personnel for various artistic occupations in industry and social services. Operating within the framework of the School Center are: a general secondary school with an art orientation, a School of Applied Arts, a Department of Applied Graphics, a Department of Decorative Plastics and a Department of Decorative Painting. There are now 142 students at the Center and this number should grown in the coming years.

337. ROTAR, M.: Građevinski elektronički računski centar u Zagrebu — doprinos modernizaciji privrede i reformi školstva (Contribution of the Civil Engineering Computer Center in Zagreb to Economic Modernization and School Reform), *Školske novine*, Zagreb, No. 41—42, p. 9.

The joint efforts of seven construction companies, the University School of Civil Engineering and the Civil Engineering School Center in Zagreb have led to the recent opening of the Civil Engineering Computer Center in Zagreb. The computer center is part of the Association of Civil Engineers of Zagreb and it is housed in the Civil Engineering School Center where over 6000 students are receiving an education. This was a momentous occasion for the School Center because future engineers and technicians will now be able to receive proper computer training. At least one-tenth of computer use-time has been allocated for teaching needs. The impact has already been felt at the School Center. Now being undertaken is the modernization of curricula with plans for the offering of new courses such as: computer programming and work with computers. It is expected that the computers can be used to assist in the application of programmed teaching and in various educational research projects. This should improve the teaching process in this educational orientation.

338. SAVIĆ, Branka: Novi tipovi školskih centara (New Types of School Centers), *Instruktor, Beograd*, 1972, No. 45, pp. 5—6.

Of all secondary school institutions the greatest growth has been shown by the school centers in recent years. The existing law defines school centers as "a form of secondary school in which personnel are trained for the same or similar trades". During the past five years school centers have been organized and have developed quickly and successfully. In Serbia there are now 126 school centers with 110,613 secondary school students or 55% of the total secondary school population. Operating within these centers are 156 schools for semi-skilled workers, or 65% of all secondary schools of this type, and 125 technical and other vocational schools, or 57% of all schools of this type. Thus, the school centers comprise 281 secondary schools, or 61% of all schools for semi-skilled workers, technical schools and other secondary schools with the exception of the gymnasiums and teachers' schools. The development of the school centers is the outgrowth of a well-thought-out policy on making secondary education more rational and adopting the network and structure of secondary vocational schools to the worker-requirements of the economy. School centers have thereby arisen which combine several forms and types of education which have a certain degree of similarity. There may be school centers for industrial occupations in the broad sense, technical occupations, etc. For instance, in Knjaževac a Technical School Center has been organized which, besides training civil engineering technicians, is beginning to train semiskilled workers in the construction, metals and tanning trades.

339. VUKSANOVIC, Svetislav: Položaj učenika škola za kvalifikovane radnike u praktičnoj nastavi (The Position of Students in Practical Training at the Schools for Semi-Skilled Workers), *Instruktor*, Beograd, 1972, No. 48, p. 6.

By the Law on Secondary Education, schools for semi-skilled workers have been instituted in Serbia to give students a theoretical and practical training for trades. In contrast to the earlier apprenticeship schools and schools for practical training, the new schools must provide an overall education which includes both theoretical and practical teaching in accordance with the corresponding curricula. The practical training of the students of these schools is specifically outlined, so the position of the students can be considered in detail. The differing ways in which practical training is organized at these schools creates a series of problems for the students. The author discusses some of the most fundamental of these problems, and points out that the class schedules of the schools are not in accord with the working hours of enterprises where the students receive their practical training.

## VI. 4. HIGHER EDUCATION

340. A. D.: Višata rentgenska škola počna so nastava (Classes have begun at the Higher School of Radiology), *Studentski zbor*, Skopje, 1972, No. 31—32, p. 22.

To reduce the lack of radiologists, the Higher School of Radiology was recently opened in Skopje. There are 20 regular students and 30 part-time students at this School. A large number of students who had finished secondary school applied but only 20 successfully passed the entrance examination. Part-time students did not have to take the entrance examination but their enrollment was limited to those who are already working at an institution where the effect of X-rays on the human body is being investigated. The Higher School of Radiology has a large quantity of modern equipment, laboratories and other means which are necessary for the successful conducting of classes.

341. BIORAC, Dragan: Kragujevac izrasta u fakultetski grad (Kragujevac has Grown into a University City), *Prosvetni pregled*, Beograd, 1972, No. 36, p. 5.

In Kragujevac (which has already had a University School of Mechanical Engineering and a department of a University School of Economics for several years), celebrations were held on October 23 of this year to commemorate the opening of departments of a Law School and a School of

Natural Sciences and Mathematics. These departments are housed in the former Teachers' School which was specially adapted for the new purpose by the addition of two amphitheaters with 250 and 400 seats, seven modernly furnished classrooms and seven laboratories. The funds for the adaptation of the building and the purchase of equipment were provided by the Assembly of the Kragujevac commune, while assistance in the organization of teaching was provided by Belgrade University. There are 230 students enrolled in the Department of the School of Natural Sciences and Mathematics. For now they will study mathematics, physics and biology. The Department of the Law School accepted 280 regular students out of 497 applicants from 52 communes. In seeking permission to open these departments the officials of the Kragujevac commune prepared a detailed study in which it was shown that the university institution is necessary for the economy of all of Šumadija, since, in the Kragujevac area alone, there is a lack of around 250 lawyers. It is not by chance that there has been so much effort to organize university-level education in Kragujevac and thus make it a significant school center for all of Šumadija, since Kragujevac has endured so much in its difficult past, and since Kragujevac, when it was the capital of Serbia back in the era of Prince Miloš, had a "Licej" (a higher educational institution founded in 1838 to educate personnel for public administration. Students were accepted in "Licej" after they had completed six years in the gymnasium.

342. DODIĆ, Milica: Doktori nauka promovisani na Univerzitetu u Beogradu (od 22. maja 1970. do 31. XII 1971. godine) (Doctor of Science Degrees Conferred at Belgrade University) (from 22 May, 1970 to 31 December, 1971), *Universitet danas*, Beograd, 1972, No. 1—2, pp. 99—110.

A list is given of all persons who were conferred Doctor of Science degrees at Belgrade University between 22 May, 1970 and 31 December, 1971. A review is given by sciences in which degrees were conferred (agronomy, biology, economics, etc.). The following data are also given: last name and first name of the person receiving the degree, the occupation and place of employment, the date when the degree was conferred, the title of the dissertation.

343. NASTAJKI, Radivoj: Jubilej (Jubilee), *Studentski zbor*, Skopje, 1972, No. 34, p. 6.

"Kliment Ohridski" Teachers' Academy recently celebrated its 25th anniversary. The road it has traveled has been lined with fruitful work and the efforts and self-secrifice of the entire staff. The school began work with a total

of 68 regular and part-time students divided into ten classes. It later developed into a solid higher educational institution for training teachers. This jubilee was commemorated by celebrations at the Academy during which representatives of the Teachers' Academy were awarded the "Brotherhood and Unity Order with the Silver Wreath" by President Tito for their valuable service in the field of education and culture.

344. Promocija doktora nauka na Sveučilištu u Zagrebu — od 15. III do 15. XII 1970. godine (Doctor of Science Degrees Conferred at Zagreb University from March 15 to Decembar 15, 1970), *Univerzitet danas*, Beograd, 1972, No. 1—2, pp. 91—98.

A list is given of persons receiving Doctor of Science degrees at Zagreb University during the period from March 15 to Decembar 15, 1970. The review contains the following data: the surname and first name of the person receiving the degree, the occupation and place of employment, the science in which the degree was conferred, the title of the dissertation, the date and the school in which the dissertation was defended. There were 97 Doctor of Science degrees conferred at Zagreb University between March 15 and December 15, 1970.

345. STOJIĆ, T.: Tri decenije rasta (Three Decades of Growth), *Prosvetni pregled*, Beograd, 1972, No. 35, p. 3.

Thirty years has passed from the day when the Officers' School of the Supreme Command was formed on November 4, 1942, by decree of the Supreme Commandant of the People's Liberation Army and Partisan Units of Yugoslavia. A detailed review is given of the activities of the School during the past three decades and its great contribution in training military cadre of the young revolutionary army. The article has three sections: Schooling during the War; Post-War Development; The Future Role. The brilliant tradition of the Officers' School of the Supreme Command, which became the Higher Military Academy of the Yugoslav People's Army in September, 1948, continues today. The Higher Military Academy trains cadre for the highest command and for responsible positions in the armed forces. Training is organized in accordance with the latest achievements in modern science and technology.

346. U Srbiji osnovana Viša škola za unutrašnje poslove (Higher School of Internal Affairs Founded in Serbia), *Naša stručna škola*, Beograd, 1972, No. 8—9, p. 2.

In accordance with a law passed by the Assembly of Serbia which came into force on July 16 of this year, a Higher School of Internal Affairs was founded in Belgrade. This

School is to give experts a higher school training in the operative and professional work involved in public and state security. Schooling lasts two years. Acceptance is limited to those who have completed secondary school and who fulfill the special conditions required for work in internal affairs. Graduates of the School receive the title of jurist for internal affairs.

347. U Titogradu svečano otvoren Pravni fakultet (Law School Opening Celebrated in Titograd), *Prosvjetni rad*, Titograd, 1972, No. 17, p. 10.

The opening of a Law School in Titograd was celebrated in October, 1972. This is the third university school to be opened in Montenegro, joining the School of Economics and the Technical School. Distinguished republican public officials and representatives of Belgrade University attented the ceremonies commemorating the opening of the School. In a talk given on the occasion, the Republican Secretary of Education, Science and Culture mentioned that plans for the development of university education in Montenegro call for the opening of schools of metallurgy, mathematics and liberal arts so that a university can be founded in Montenegro by 1975. There are about 600 regular and part-time students enrolled in the first year of the Law School.

348. ZARIĆ, Bruno: Viša pomorska škola u Zadru (Higher Nautical Academy in Zadar), *Školske novine*, Zagreb, 1972, No. 39, p. 7.

The People's University of Zadar and the Higher Nautical School of Rijeka established a Higher Nautical School in Zadar at the beginning of this school year. The new School has two-year study programs in nautics and shipuilding. Judging by the large enrollment there is great interest in the studies offered. There are almost 100 candidates from Zadar and neighboring communities. Professional courses are being taught by professors from Rijeka, while the remaining subjects are being taught by professors from Zadar.

## VI. 5. ADULT EDUCATION

349. BARBARIĆ, Ivan: Osposobljavanje i usavršavanje u svjetlu Zakona o srednjem obrazovanju (Training and Advanced Training in Light of the Law on Secondary Education), *Financiranje usmjerenog obrazovanja*, Zagreb, 1972, No. 17, p. 31.

As part of the 15th Summer School for Adult Education Specialists, a meeting was held in Poreč from July 5—8, 1972. The theme of the meeting was "Training and Advan-

ced Training in Light of the Law on Secondary Education". Participating in the organization of the meeting were: the Society of Adult Education Specialists of Croatia, the editors of "Andragogija" magazine, the Institute for the Advancement of Vocational Education, and the Republican Association for Financing Oriented Education's Board of Education, Training and Advanced Training of Employed. Numerous interesting papers were presented at the meeting, such as: 1) Training and Advanced Training as part of the System of Education in Croatia; 2) Training and Advanced Training as Part of the System of Oriented Education; 3) Financing the Forms of Training and Advanced Training. There was also lively discussion, which helped to clarify attitudes and opinions regarding the inclusion of adult educations in a uniform system of secondary education for youth and adults.

350. BLAHA, Tilka: Prijedlozi za novu organizaciju i sistem osnovnog općeg obrazovanja odraslih u SR Sloveniji (The Proposals for New Organization and the System of Elementary Adult Education in Slovenia), *Andragogija*, Zagreb, 1972, No. 6, pp. 72—73.

The program and organization of elementary adult education must be fundamentally changed and not adapted to the regular school system, accoridng to these proposals which were prepared by the Commission for Education, Science and Culture, and approved by the Presidium of the Federation of Trade Umons of Slovenia. As a basis of, change, use can be made of the curriculum worked out by the Institute of Adult Education of Slovenia several years ago which was discarded because of changes in the structure of applicants, ("Objave", No. 7—8, 1966). Above all, there must be changes in the organization of elementary adult education. Instead of the classical division by grades, instruction should be organized by subject areas. Courses would be selected and developed in accordance with the groups attending the courses. The curriculum of elementary schools for adults should be divided into the following subject areas: 1) social sciences — man and society, with instruction in history, geography, economics, civics and psychology; 2) natural sciences; 3) mathematics; 4) the Slovenian language and cultural education. The system of courses would be constructed so that the adults, regardless of the grade in elementary school they have completed, may select the courses by themselves, or else may be guided by tests to determine where they should begin if they are to successfully complete the prescribed program for elementary education. Later, that knowledge which is sought in individual areas can be added to the educational base by the addition of new subject areas or by going into the same subject areas in greater depth. To carry out this system esen-

tial changes are needed in the method of education. Besides direct instruction, all possible forms of individual learning (correspondence courses) should be developed. Special textbooks for adults must be prepared as soon as possible, and detailed curricula and examination requirements must be worked out. To prepare the new system and curricula for elementary education of employed, a special work group should be formed, with the members being representatives of the Educational Institute and teachers who work in institutions of adult education. In conjunction with this, the existing Law on Elementary Adult Education should be amended to be brought into accord with the new Law on Vocational Education.

351. GLAVAŠKI, Zita: Stručna konferencija o funkciji školskih centara u procesu permanentnog obrazovanja (Professional Conference on the Function of the School Centers in the Process of Permanent Education), *Naša stručna škola*, Beograd, 1972, No. 10, p. 7.

A conference on the theme "School Centers in the Function of Permanent Education" was recently held at the Chamber of Economy of Yugoslavia in Belgrade. Participating in the work of the Conference were representatives of school centers, chambers of economy, institutes of vocational educations, the Secretariat of Education and the Association of Education of the Republic. The purpose of the Conference was to consider the function of the school center in the process of permanent education, to determine the extent to which the centers are carrying out their assigned tasks, and to identify tasks of the economy, the administrational bodies, the institutes of education and the school centers themselves in improving the work of the school centers. It was pointed out at the Conference that the school centers enable closer ties between work and education, and that they promote equal treatment of youth and adults in education. They also bring about better linkage in the educational ladder, are quicker than other schools to update their curricula, make better use of teaching staff and equipment, are better furnished, have more modern teaching technology, have a greater impact on the direct producers in financing education, and more closely relate students with producers in the educational function.

352. LABAŠ, D.: Povećan interes za osnovno obrazovanje odraslih (Greater Interest in Elementary Adult Education), *Školske novine*, Zagreb, 1972, No. 39, p. 7.

Since 1968, when the school for elementary adult education of the Workers' University in Varaždin was officially recognized, the interest of the citizens in completing schooling

has steadily risen. Of the 145 students who registered for the 6th, 7th and 8th grades at the beginning of the year, 45 have permanent jobs. Expenses for the schooling of these employed workers are borne by the Republican Association for Financing Oriented Education and the Association for Financing Elementary Education of Varaždin commune. Schooling is organized by semesters 3.5 — 4 months in length. Teaching is conducted in accordance with the curriculum for adults. Final examinations are not taken; students are graded during the course of study. Since there are about 12,000 workers in Varaždin and its vicinity who have not completed elementary school, 7th and 8th grade classes will soon commence in nearby settlements (Čakovec, etc.) so that all employed workers may have the opportunity to complete elementary school.

353. LJUHAR, Kemal: Organizacija i rad u centrima za izvanredni studij (The Organization and Work in the Centers for Part-Time Study), *Andragogija*, Zagreb, 1972, No. 6, p. 79.

In recent years there has been an expansion in the number of educational institutions and in their desire to provide the education necessary to meet the needs of the economy for specialized personnel. In the past, the decision to open a center for part-time study was left entirely up to the schools. It was only necessary to have a sufficient number of applicants and to find a suitable partner to conduct instruction in order to decide to form such a center. Since the 1971 the Republican secretariats for education and culture must give their approval before a given institution of higher education could form a center Thus, the Law on Higher Education of Bosnia-Hercegovina, published in "Službeni list SR BiH", No. 15/70 with amendments to the Law published in „Službeni list SR BiH", No. 37/71, regulates the founding of centers in Bosnia-Hercegovina. Art. 14 regulates the founding of higher educational isntitutions. One of the basic conditions is that "there exist a long-term need for personnel with higher educational training who can not be educated or who can not receive a satisfactory education in an existing institution of higher education". Art. 28 of this Law sets the precise conditions for an institution of higher education to form a center for part-time study. The main point is that a center can be established by agreements with interested bodies or organizations. Teaching at the Center, which follows the curriculum of the higher educational institution which is its founder, is conducted only by teachers of that higher educational institution. Fouds are provided by the interested body or organization. Institutions of higher education in Bosnia-Hercegovina must receive permission from the Republican Secretariat for Education

and Culture before they can found a center. Similar regulations are contained in the Laws on Higher Education of the other republics. Thus, a center cannot be formed without the approval of the corresponding republican secretariat for education and culture. In analyzing the requests of work organizations for this type of schooling of personnel, it is evident that those receiving the education in such center are adults who are seeking specialization in a given occupation. Since those enrolled are already involved in a given occupation and are seeking only to receive further training in that occupation, there can be no question of hyperproduction in these job profiles. Everything points to the justification of having these centers and to their important role in training adults in various forms of higher education.

354. MILIVOJCEV, Branislav: Obrazovanje odraslih u školskim institucijama (The Education of Adults in School Institutions), *Naša stručna škola*, Beograd, 1972, No. 8—9, p. 5.

In Yugoslavia, in the 1971—1972 school year, there were 426 schools and 212 separate departments for adult education, with an enrollment of 93,719. Besides receiving their education in separate schools and classes, the adults also follow separate curricula. Of the 93,719 who are receiving an education in schools for adults, 48,849 are receiving this schooling in institutions of professional education at the corresponding level of vocational training. The most adults are attending technical schools. The most popular of these are the machine technical schools with an enrollment of 3917. Following the technical schools, the next most popular are the schools for semi-skilled workers (8886 enrolled). There are 11,303 adults receiving a profesional education in the schools and departments for skilled workers.

325. Verificirana prva dopisna osnovna škola (Accreditation of the First Correspondence Elementary School), *Andragogija*, Zagreb, 1972, No. 6, p. 76.

The communal assembly of Bežigrad-Ljubljana gave its approval on May 6, 1972, for the founding of the first correspondence elementary school. This will be run by the Correspondence Workers' University of Ljubljana. The professional commission of the communal assembly determined that all conditions set forth in the Law on Elementary Schools had been fulfilled. The Institute of Education of Slovenia supported the opinion of the commission. Thus, the Correspondence Elementary School in Ljubljana can begin normal work in the 1972—1973 school year. From earlier conclusions of the Trade Unions of Slovenia and

the Federation of Workers' Universities of Slovenia relating to the development of elementary adult education, it can be seen that much is expected of the program to provide young workers with an elementary education through correspondence courses, especially those workers who are literate and who have completed some of the upper grades of elementary school.

## VI. 6. EDUCATION OF HANDICAPPED

356. SAVIĆIN, Dragoljub: Uloga razrednika (The Role of the Home room Teacher), *Školske novine*, Zagreb, 1973, No. 3, p. 7.

In the elementary school of Vukovar the Symposium of Defectologists of Slavonia and Baranja was recently held. The main theme of the Symposium was the role, place and significance of the home room defectologists-teacher in the elementary schools for handicapped. It was pointed out that the main work of the defectologist teacher is to systematically observe the development of the physically or mentally retarded children and to plan and systematically influence their making the correct choice as to future occupation. Discussion was lively and participants provided specific examples from their past experience. During the second day of the Symposium the defectologists from Slavonia and Baranja attended an 8th grade class.

## VI. 7. VOCATIONAL GUIDANCE

357. ČAKAL, Ahmet: Profesionalno prosvećivanje u programu osnovnih škola (Vocational Guidance in the Curriculum of the Elementary Schools), *Naša stručna škola*, Beograd, 1972, No. 10, p. 7.

The new Law on Elementary Education in Bosnia-Hercegovina came into force at the beginning of last school year. In drawing up the Law the legislators did not neglect the importance of vocational guidance. Elementary schools must provide vocational guidance, i.e. they must provide as much knowledge as possible about human occupations so that the students can more easily find their place in the working world. The final choice of the students should be influenced by work organizations, offices of employment, economic and social conditions, etc., with the schools acting as just one link in the chain of events. It was pointed out that the training of teachers in vocational guidance at the teachers' academies would be very effective.

358. MIRALEM, Asim: Rezultati ankete učenika završnih razreda srednjih škola u Sarajevu (Results of the Survey of Students in the Final grade of Secondary Schools in Sarajevo), *Naša stručna škola*, Beograd, 1972, No. 8—9, p. 6.

The Educational Institute of Sarajevo conducted a survey of 5016 students of 37 secondary schools and school centers in the Sarajevo area. The purpose was to gather information on questions about the intentions of students to continue schooling or seek employment. Data was also gathered on the sex, address, social structure, stipends, awards and the grades of the students in the third trimester. In this way information was obtained about the graduating class of 1972 in the city of Sarajevo. Students covered by the survey can be divided into those who wish to work after completing secondary school (2,869 or 57.2%) and those who wish to continue schooling (2,147 or 42.8%). Thus, almost half of the students wish to continue their education. On the basis of the survey it can be concluded that secondary education in Sarajevo is not developing in accordance with the needs of the economy. The enrollment of students at almost all secondary schools is carried out in accordance with available capacity and not according to the actual needs of the economy and the social services.

359. RUDIĆ, Vujadin: Materijalno stanje učenika presudno pri izboru škola (The Financial State of the Student Predominates in His Choice of School), *Prosvetni pregled*, Beograd, 1972, No. 36, p. 5.

In analyzing the socio-economic and demographic structure of the students of various schools in Prokuplje, the author noted an interesting phenomenon and came up with a beneficial conclusion. Prokuplje has a population of about 20,000 of which 5385 are students. In the elementary schools there are 3079 students and in the secondary schools there are 2306. Of the elementary school students 81% are from the city and 19% are from the nearby vicinity of Prokuplje, while, of secondary school students, 41.85% are from the city and 58.15% are from the outlying area. There are various types of secondary schools in the city (gymnasium, secondary medical school, secondary technical school, school of agriculture, school for semi-skilled workers). The author, hoping to determine the reasons behind the choice of school, ranked the schools according to the social structure of the students and came up with the following conclusions: the highest percentage of children from office worker families attend the gymnasium (40.01%) while only 6.32% attend the school for semi-skilled workers. The greatest number of children of parents

who are physical laborers attend the school for semi-skilled workers (43.87%) and the least attend the gymnasium (26.44%). Most children whose parents are agriculturists attend the school for semi-skilled workers (40.21%) and the fewest attend the gymnasium (14.87%). These data enabled the author to determine the existence of certain (and from the socialistic standpoint, negative) tendencies which society schould eliminate by the organization of more effective vocational guidance and by providing financial aid for students so that they may select their school on the basis of achievement and not on the basis of the financial position of their parents as is shown by the data.

360. VIŠOŠEVIĆ, Blaženka: Nagrade za uspješno profesionalno usmjerenje (Awards for Successful Vocational Guidance) *Školske novine*, Zagreb, 1972, No. 36, p. 14.

The vocational guidance service of the Office of Employment in Vukovar has awarded the elementary school in Trpinja and "Božidar Maslarić" Elementary School in Borovo for successful work in vocational guidance last year. The Office of Employment plans to equip school workshops for technical and production training, because students get excellent career information through the teaching of these subjects. The vocational guidance service also has valuable ways of providing students with career information. The awards mentioned above were handed out at a meeting of elementary school principals. On that occasion the act of handing out the awards was commended because they motivate activity in this field and stimulate successful cooperation between the vocational guidance service and the elementary schools. In the new budget of the Office of Employment, funds have again been allocated for this and similar assistance to the schools.

## VII. CURRICULA AND SYLLABI

361. JUHAS, Mihajlo: Moralno vaspitanje i samoupravna praksa učenika u novim programima osnovne škole (Moral Education and Self-Management of Students in the New Curricula of the Elementary Schools), *Instruktor*, Beograd, 1972, No. 45, pp. 1—3.

This summer the new curricula of the elementary schools of Bosnia-Hercegovina, Croatia, Macedonia and Slovenia were approved. These programs allow for a much broader development of the elementary schools than in the past. Attempts have been made to reduce the student load (obligatory classes have been reduced to as little as 26 hours per week, and outdated material has been discarded); all educational activities which the teachers should conduct

during their working time have been included in the curricula; the upbringing function of the teachers, advisors and psychologist has been strengthened by allowing for individual sessions with students and work on vocational guidance; the self-management position and the organization of parents in the schools has been strengthened, and there has been a "rehabilitation" or renewed organization of citizenship and moral education of the students in various forms. These forms are outlined in detail by grade in the new curricula.

362. Nastavni plan i program za geodetsku tehničku školu (The Curriculum and Syllabus for the Geodetic Technical School), *Prosvetni glasnik*, Beograd, 1972, No. 3—4, pp. 549—561.

The Educational Council of Serbia has approved the curriculum and syllabus of the geodetic technical school. Students who have completed an eight-year elementary school may enroll in this school. Schooling takes four years. Students receive the appropriate training so that upon graduation they may be employed in a variety of jobs, primarily in geodetic works in the field or in the office, in related occupations in the spheres of mining and construction, or as geodetic technicians. To fulfill the goals of the curriculum and syllbus of preparing students for their careers and for everyday life, there must be complete coordination between theoretical and practical training in the teaching process. Classes at the school cover common material of general education, profession-related subjects and practical exercises. At the end of the first year students receive 12 days of professional training, at the end of the second year, 18 day, and the end of the third year, 24 days of professional training.

363. Zavod za unapređivanje osnovnog obrazovanja SR Hrvatske: *Naša osnovna škola* (Our Elementary School), Zagreb, Školska knjiga, 1972, 384 p.

At its sessions of June 16 and 27, 1972, the Educational Council of Croatia approved the General Plan and Curriculum and Syllabus for the Elementary Schools. In the new curriculum the number of class hours has been reduced (from 39 hours to 32 hours per week for eighth-grade students). The subjects in the curriculum can be divided into two groups: those requiring intellectual effort (Serbo-Croatian, mathematics, foreign languages, natural and social sciences, history, literature, biology, chemistry and physics), and those enhancing character and cultural development (the class association hour which has a strict moral and social education function, music, art, technical studies and physical education). In the general plan are the remaining

activities, of which the courses in home-living and first-aid are compulsory for all students. Included in this publication along with the general plan and curriculum and syllabus are: the aims of education; the social role and the educational tasks of the elementary school; the essential features of the elementary school; the beginning of elementary schooling of children, their progress and completion of elementary school; leisure activities; student organizations; health protection of students; cultural and public activities of the school; the organization of professional and pedagogic work, and self-management in the elementary school.

## VIII. AUDIO-VISUAL AIDS

364. MANCE Maks: Eksperimentalno ispitivanje programirane nastave u Mornaričkom školskom centru (Experimental Testing of Programmed Instruction at the Naval School Center), *Andragogija*, Beograd, 1972, No. 6, pp. 60—67.

This paper, presented at the seminar on programmed teaching, reviews one of the first attempts to test the effectiveness of programmed instruction at the Naval School Center. The paper explains how the experimental testing of the programmed course "Teaching Principles" is organized. Teaching of this course is being carried out in four groups: one experimental, two control and one independent. The basic aim of the paper is to review the testing of the programmed course, the final results and the subjects' relation to programmed instruction. On the basis of the results an effort has been made to induce teachers to program their subject matter so as to make their teaching more effective. The comparison between traditional and programmed learning show that the latter is superior because the subjects have a positive attitude towards programmed instruction. The author supports the attitude that programmed instruction should become a generally-adopted innovation, especially since the trend is toward introducing more-general educational technology in the teaching process.

365. KUČEK, Jasenka: Kibernetika i audiovizualna sredstva u nastavi (Cybernetics and Audio-Visual Aids in Teaching), *Školske novine*, Zagreb, 1972, No. 39, p. 6.

The Business School of Zagreb has joined with the Institute for the Advancement of Vocational Education of Croatia to organize a seminar on the above theme. The seminar was attended by about 100 participants from schools and other interested institutions. The following lectures were

given during the seminar: "Cybernetics and Audio-Visual Aids in Teaching"; "Methods of Applying the System of Communicators in Teaching"; "Didactical-methodological Application of New Educational Technology"; "Copy Apparatus for Processing Projection Foils"; "Projectors for Use in Daylight"; "The Application of Apparatus for Dictation in Foreign Language Teaching in Stenography and Dactilography"; "Closed-Circuit Television"; "The Application of Cassette Movie Projectors and Closed-Circuit TV and Electronic Computers as Aids in Teaching". A significant contribution to the success of this ambitious program was made by representatives of the firm Grundig and Addler who made available for practice, apparatus which they had exhibited at this year's INTERBIRO International Exhibition in Zagreb.

366. PASARIĆ, Božidar: Seminar "Novi mediji u obrazovanju — efikasnije planiranje i korišćenje u nastavi" (The Seminar "New Media in Education — More Efficient Planning and Use in Teaching"), *Obrazovanje i rad*, Zagreb, 1972, No. 102, pp. 3—6.

This seminar was held in Zagreb from May 22 to June 3, 1972. Three tasks were ascribed to the seminar: 1) Consideration of the present use and efficiency of educational television in education, with proposals for better usage and the incorporation of modern technology in the educational process; 2) Acquainting seminar participants with modern techniques in defining educational goals and in preparing curricula which incorporate educational technology in the teaching process so as to solve various educational problems and to make teaching more effective; 3) Enable participants to prepare and practise visual presentations of subjects they have selected, as members of groups to make possible teamwork and an interdisciplinary approach, in areas in which various experts would be present; this so that they might master the use of more effective educational technology in teaching. The discussions, lectures and conclusions of the seminar are reviewed in the article.

367. PATA, Nenad: Novosti u programu školskog radija (Novelties in the Educational Radio Schedule), *Školske novine*, Zagreb, 1972, No. 32, p. 10.

Each school year the Educational Radio Department of Zagreb Radio and Television Station attempts to renovate its schedule and adapt its programs to the current needs of the schools. The program "Your Creativity" presents the literary works of students along with the advice and comments of the announcer. The program series "Modern Writers for Children and Youth" hleps to overcome the difficulties in the teaching of literature which arise from the

lack of books for children. Two literary program series review Yugoslav history through works by the best-known writers. A large number of programs are dedicated to musical education. Programs on history record the most dramatic events and personalities of Yugoslav and world history in the form of dramas so that they might be more easily understood and remembered by the students. A special innovation this school year is the program series on the social sciences — Marxism, sociology and economics — which is to assist the schools in providing Marxist education. Also introduced this year is the program "What Might You Become" which is designed to provide vacational guidance in the choice of career. There are many programs on the natural sciences such as the series "Living Conditions and Living Beings of the Adriatic Sea" and "The Fascinating Animal World of Yugoslavia". The Educational Radio Department pays considerable attention to the teaching of foreign languages. A novelty are the talk-and-music programs in which poems of famous poets are recited in the original language and then translated into Serbo-Croatian. Also interesting are the didactics conversations with teachers and detailed discussions about key themes of the curricula.

368. RAJIĆ, Vlado: Audiovizuelna sredstva u nastavi (Audio-Visual Aids in Teaching), *Školske novine*, Zagreb, 1972, No. 39, p. 3.

In Krapinske Toplice this autumn, the traditional meeting of school pedagogues and psychologists from Belgrade, Osijek, Split and Zagreb was held. The theme of the two-day symposium was "The Application of Audio-Visual and Other Aids in Teaching". Judging by the number of papers and reports submitted and the lively discussions, it is evident that the school pedagogues and psychologists have been included in the process of modernizing teaching, but they are nevertheless aware that the teacher is the most essential and irreplaceable factor in the educational process. At the close, it was decided that the next symposium, which will be held in 1973 and will be organized by the school pedagogues of Osijek, will have the theme: "Intensifying the Upbringing Function in the Contemporary Conditions of Development of the Younger Generations".

369. ROZMARIĆ, Antun: Novi mediji u obrazovanju (New Media in Education), *Školske novine*, Zagreb, 1972, No. 32, pp. 10—11.

A seminar on the theme "New Media in Education" was held in Zagreb on June 3 of this year. The seminar was organized by a group of experts from the United States and by personnel of the Educational Television Depart-

ment of Zagreb. Work at the seminar was organized by groups. Seven groups were formed, each of which discussed a given topic. An interesting innovation of the seminar was that all members of each group participated in the preparation of mini-programs 20 minutes in length. The programs followed a given schedule which had to be kept by all members. The article describes how the plan for the TV program was developed, and gives an example from the manual which is prepared each year by the Iowa Educational Television Network.

## IX. MOTIVATION

370. MARKOVIĆ, Mihailo: Pokret "Nauku mladima" pred novim zadacima (The "Science for Youth" Movement Facing New Tasks), *Naša stručna škola*, Beograd, 1972, No. 12, p. 7.

There are three youth movements in Yugoslavia. These are the Afforestation Movement, the "Music for Youth" Movement and the "Science for Youth" Movement. The least is known about the last one mentioned, but it deserves social recognition. It gives youth the opportunity to organize activities in the field of science. Care is taken that classwork and extracurricular activities do not overlap but supplement one another. Secondary school contests organized under this movement show that Yugoslav youth can be just as intensive and creative as their counterparts in other countries. It has also been shown that science is as much a need of youth as is sports or music. At first the "Science for Youth" Movement was designated for secondary school students but it has now been extended to the elementary schools. Taking into account that the ability for abstract thinking is formed between ages 11 to 14, this movement endeavors to help students develop that ability.

## X. POLYTECHNICAL EDUCATION

371. R. P.: Poruke Titovog pisma žive godinama u učeničkom zadrugarstvu (The Messages of Tito's Letter Have Been Alive for Years in the Student Cooperative Movement), *Prosvetni pregled*, Beograd, 1972, No. 35, p. 8.

The annual meeting of the Federation of Student Cooperatives of Serbia was held at the end of October of this year in Belgrade. The president of the Executive Council of this Federation presented a paper which outlined the position of the student cooperatives. He noted with regret that the official educational authorities have overlooked

an exceptionally important area in the education of youth: production and work-technology education in the schools. The fact is that student cooperatives in some schools have been maintained and have achieved good results only through the efforts of a certain number of enthusiasts in the teaching staffs. There are now more than 500 student cooperatives in Serbia. Besides undertaking production work in agriculture (picking grapes and vegetables) and some handicraft activities, cooperative members also perform other deeds: maintenance of school grounds, gathering medicinal herbs and berries, construction of playing fields, etc. The money obtained from these activities is used for repairs of school buildings, for purchasing teaching aids and books, for equipping school workshops and laboratories, and for assisting poorer students. Some of the students presented interesting reports on how their cooperatives are organized, how managers are selected, etc. At the assembly the Resolution and Work Program for the coming period were adopted.

## XIII. PROBLEMS IN EDUCATION

371. MILIVOJČEV, B.: Borba za socijalističko vaspitanje i obrazovanje omladine (The Struggle for the Socialist Education of Youth), *Naša stručna škola*, Beograd, 1972, No. 11, pp. 1—2.

The Third Conference of the League of Communists of Yugoslavia was held in Belgrade on December 6, 7 and 8, 1972. At the Conference discussions dealt with the struggle of the League of Communists for a socialist orientation and for the active participation of the younger generations in the development of the self-management socialist society. The Conference was opened by the President of the League of Communists of Yugoslavia, Josip Broz Tito, and a report was given by Krsta Avramović, member of the Executive Bureau of the Presidium of the League of Communists. The report, discussion and resolution of the Conference covered numerous questions regarding the education of Yugoslav youth. In the report it was stated that the League of Communists could not delay clearing up many dilemmas about youth that have arisen in recent years. Among the questions is the socialist education and conditions of schooling of youth. Krsta Avramović stated that the opportunities for schooling have been multiplied by the fundamental changes introduced. There are ten times as many institutions of higher education than existed right after the war, while there are more than forty times as many university students. In the post-war years about 400,000 students have graduated from the institutions of higher education. Today about 4 million children and youth are

being schooled. The first problem that the League of Communists should solve in cooperation with the other socio-political organizations and self-management bodies is to quickly and efficiently solve the problems of working youth. These problems are: their socio-economic position; their professional, socio-economic and ideological education, and their cultural life.

373. Ocenjivanje u muzičkim školama u Sloveniji (Grading in the Music Schools of Slovenia), *Naša stručna škola*, Beograd, 1972, No. 8—9, p. 2.

The Republican Secretariat for Education and Culture of Slovenia has issued the Regulations on Grading in the Music Schools, according to which the Regulations on Grading Students in Elementary and Secondary Schools are to be applied in grading music school students. Deportment in the music schools is not to be graded. Grades will mainly be based on technical musical skills and general impression. Grade categories for performance are: very successful, successful and satisfactory. In music studies various forms of testing will be applied to determine knowledge acquired: oral examinations, written work, objective tasks, etc. In giving the final grade, for the main subject the performance of the student during the year will be taken into account. The teachers' council will grade general achievement, particularly taking into account achievement in the main subject.

374. OMČIKUS, Milan: Upotreba dijafilmova u nastavi saobraćajnog odgoja u osnovnim školama SR Hrvatske (The Use of Slide Films in Teaching Traffic Safety in the Elementary Schools of Croatia), *Pogledi i iskustva u reformi školstva*, Zagreb, 1972, No. 3, pp. 25—30.

The teaching of traffic safety has found its place in the elementary schools of Croatia. To improve the effectiveness of traffic safety education it is especially important that the schools supply themselves with modern teaching aids. The Commission for Traffic Safety Education is concerned with this area. The Republican Fund for Traffic Safety has enabled new teaching aids to be developed, and has provided financing so that schools may purchase slide-film series to be used in teaching this subject. Zagreb Radio and Television Station and five other producers supply the slide-films which are used in the teaching of traffic safety in the elementary schools of Croatia.

375. *Otrok in knjiga* (Child and Book), Maribor: Obzorje, 1972, 158 p.

This is, in fact, a collection of treatises which have been published in recent years in which experienced educatio-

nists talk about children, books and their mutual contact. The book contains the treatises: "The Problem of the Young Reader" (author Milan Divjak); "The Children's Author (author Voja Marjanović); "The Book — A Need of Children" (author Rudi Lešnik); "Children's Books in the Family" (author Slobodan Marković). In an article with the title "Children's Fiction in Slovenia from the Years 1970—1971" a list is given of children's fiction published in that period. Among topics covered by the other articles in the book are classical works in world literature revised for chlidren, (author M. Kobe); was prose for youth by Croation writer Mate Lovrak); Slovenian folk song for children; the literary creativity of children and publications for children (M. Sircelj). This book contains an even broader bibliography of articles on literautre for youth from the 1960—1970 period, and summaries in English and German of the four treatises mentioned above.

376. Rezime osnovnih stavova savetovanja o socijalističkom vaspitanju i marksističkom obrazovanju omladine (Summary of the Main Points of View at the Symposium on the Socialist Upbringing and Marxist Education of Youth), ***Naša stručna škola***, Beograd, 1972, No. 11, p. 3.

Participants at this symposium held on November 2 and 3, 1972 in Ljubljana as part of preparations for the Third Conference of the League of Communists of Yugoslavia pointed out that the socialist orientation of the younger generations is of exceptional importance for Yugoslav self-management socialist development for upholding the guiding role of the League of Communists, and for strengthening ideological unity and the responsibility of Communists to direct social development. At the symposium it was emphasized that the education in the schools and universities should be imbued with Marxism as a scientific viewpoint of the world which is, at once, the revolutionary ideology of the working class. In the process of education young people they should be made conscious of the revolutionary role of the working class in developing socialist society. It is necessary to study the curricula from the standpoint of its ability to provide a socialist upbringing and a Marxist education, especially at the secondary school and university levels. Marxist education should be introduced in the curricula as a separate subject and as a group of subjects in the educational process. A uniform ideological outline should be constructed for the curricula and textbooks in the social sciences for the entire country. A special question is the changes needed in the curricula and course contents of the schools for workers.

## XIV. HOSTELS

377. PETROVIĆ, R.: Beogradski dom pionira — kuća radosti i rada (Belgrade's Pioneer Center — A House of Work and Pleasure), *Prosvetni pregled*, Beograd, 1972, No. 36, p. 4.

The Pioneer Center in Belgrade is an institution at which a large number of children gather each day to spend their time under the professional supervision of an experienced team of employees (there is a staff of about 50 of whom 23 are educationists). The multi-faceted program is designed to subtly discover children's apptitudes and sense for certain activities, and to continually enrich their knowledge about the world in which they live. Significant programs are continually being organized such as "Joy of Europe", a festival of international films and a festival of domestic films for children and youth. Each year the "Golden Siren" contest for young singers is held. A favorite among the children are the so-called "Thursday Encounters" held every Thursday when famous children's writers recite excerpts from their works, when children spend unforgetable hours with their favorite actors and actresses from television and the theatre, or when distinguished scientists explain subjects in layman terms. The management of the Pioneer Center pays considerable attention to working with parents, helping them to receive proper advice in raising their children by arranging meetings with educationists, psychologists and doctors. The popularity of Belgrade's Pioneer Center is illustrated by the fact that about 200,000 pioneers participate in the activities it organizes each year. Several new centers for children and youth are to be opened shortly, and these will benefit greatly from the experience of the Pioneer Center.

## XV. MANAGEMENT AND FINANCING

378. I. R.: Nema dovoljno novaca (There Isn't Enough Money), *Školske novine*, Zagreb, 1972, No. 39, p. 7.

All larger work organizations in the Pula commune have received an appeal from the Student Loan Fund for coverage of part of educational expenses. The Management Board of the Fund has received 155 requests for funds, of which 123 fulfill the required conditions, including the stipulation that the income of the student applicant's family be less than 700 dinars per member. To cover all legitimate requests the Fund needs 610,000 dinars, and it has managed to gather only 537,000 dinars. Therefore, all large work organizations have been requested to donate 20,000 dinars each so that Fund can grant the loans requested.

379. Samoupravljanje u visokom školstvu SRS (Self-Management in the Institutions of Higher Education in Serbia), *Službeni glasnik, SRS* Beograd, 1972, No. 51, p. 1435.

According to the new Law on Higher Education, self-management in the institutions of higher education in Serbia is to conform with the constitution and the laws. Members of the community of working people are teachers, cooperants, students with working relations and other students. The community of working people is constituted as a specific self-management organization of all working people of the higher educational institution. Self-management decision-making by the community of working people and its parts and bodies, its authority, time and method of elections, and terms, are prescribed in the Statute of the institution of higher education. Students have the right and duty to participate in self-management in accordance with the laws, regulations and statutes. They participate on an equal basis in decision-making on all administrative matters of the institution including the distribution of income if they participate in its formation. The position of students in the work of the higher educational institution and the formation and distribution of its income is regulated by the Statute and other general acts. Students also have self-management rights in institutions and funds directly connected with their life and work as dictated by the laws in force. Along with their greater rights the students also have new responsibilities. One of these is to more rapidly complete their studies. They now can repeat not more than two years. Representatives of interested organizations and the social community also have self-management rights. The composition and number of these representatives is determined by agreement of the higher educational institution with the organizations and associations which finance its activities, with its founders, and with bodies determined by the Republican Assembly. Representatives of interest organizations and the social community participate in: 1) the adoption of the Statute, 2) the adoption of development plans, 3) confirmation of decisions on establishing and terminating working relationships, and desicions on the rehiring of teachers and cooperants, 4) discussions on staff policy and the hiring of new teachers, scientists, and artists, 5) consideration of questions regarding teaching and scientific work, 6) consideration of questions regarding staff use and cooperation with economic and other organizations, 7) approval of work reports, 8) decision-making, in accordance with the regulations in force, about changes or expanding the activities of the university, and about other statutory questions, 9) decision-making on other business within the scope of the statute of the institution of higher education.

380. U radu Plenuma, pored nastavnika učestvovali i učenici (Students as well as Teachers Participated in the Work of the Plenum), *Naša stručna škola*, Beograd, 1972, No. 11, p. 5.

At the end of November, 1972, the plenary session of the Association of Schools for Semi-Skilled Workers of Serbia was held in Valjevo. Discussed at the session were the Bill on Secondary Education, the state and problems of the schools for semi-skilled workers, and the new Regulations on the Taking of the Final Examination in the Schools for Semi-Skilled Workers. For the first time, teachers and students paritcipated together in the reports and discussions. The introductory remarks on the Bill on Secondary Education were given by the director of the Institute for Vocational Education of Serbia; the opening statement on the state and problems of the schools for semi-skilled workers was given by a third-year student of "Radoje Marić" School for Semi-Skilled Workers of Titovo Užice. Students also participated in the ensuing discussions — they were less active in discussions on the Bill,, but very successful in the analysis of the state and problems of the schools for semi-skilled workers. Because of their contributions it was concluded that students will be permanent participants in the work of the Association. Students will also be represented on the Presidium of the Association. Thus, in the future, both students and teachers will be represented in the Association of Schools for Semi-Skilled Workers.

## XVI. LEGISLATION

381. Donet Zakon o visokom školstvu SRS (Law on Higher Education in Serbia Passed), *Službeni glasnik SRS*, Beograd, 1972, No. 51, p. 1435.

The new Law on Higher Education passed by the Assembly of Serbia on October 14, 1972, is published in "Službeni glasnik SRS" No. 51, 1972. The Law has 104 articles divided into the following sections: I. General (the tasks, character, enrollment rights, function of the university); II. Founding, execution of activities and closing (conditions and method of founding, conditions for beginning work and executing functions, method of closing); III. The material basis for carrying out activities in the higher educational institutions (funds for carrying out activities, generation of funds, distribution of income, etc.); IV. Self-Management (composition of the community of working people of the institutions of higher education, the rights and duties of the students in the work process, participation of representatives of the social community in the administration); V.

Scientific and teaching activities; VI. The enrollment of students and their study rights; VII. Teachers and collaboraters; VIII. Temporary and final decrees. The existing institutions of higher education (university schools, academies, universities and associations of higher schools are to bring their organizations into compliance with the terms of the Law within a period of one year.

382. M. J.: Osnovna obeležja i karakteristike novog načina polaganja završnog ispita u srednjim školama (The Essential Features and Characteristics of the New Method of Taking the Final Examination in the Secondary Schools), *Instruktor*, Beograd, 1972, No. 48, p. 5.

On the basis of the Law on Secondary Education (Art. 24, 57 and 69), the republican secretary for education and science, after obtaining the opinions of the republican associations of secondary schools and the republican educational institutes, issued the Regulations on the Method of Taking the Final Examination in the Secondary Schools. All types of secondary schools are uniformly covered by the Regulations. This is a change from the past when there were four separate regulations for: gymnasiums, vocational schools, music schools and teacher training schools. This is the first time in Yugoslavia that all basic questions concerning the final examinations are uniformly regulated for all secondary schools in a single document. Under the new regulations, students retain their status as regular students for two examination periods following their completion of the final grade; under the old regulations regular students were defined as part-time students on their second attempt to take final exam. Under the new Regulations, the final examination for all secondary schools consists of: a) a thesis with defense; b) written examinations on the Serbo-Croation language and literature with fundamentals of art education, or on the language in which classes have been taught; c) a specialized examination (in one, two or more subjects) principally a group of key professional subjects in the vocational schools.

383. Mogućnosti vanrednog studija na visokoškolskim ustanovama SRS (Possibilities for Part-Time Study in the Institutions of Higher Education of Serbia), *Službeni glasnik SR Srbije*, Beograd, 1972, No. 51, p. 1435.

According to the new Law on Higher Education in Serbia, institutions of higher education can, independently or in cooperation with other organizations of associated work, establish centers and other forms for part-time studies. Lectures, seminars and other forms of helping part-time

students to more easily master the teaching material can be organized at these centers and other forms of part-time studies. Only teachers who fulfill the legal requirements for teachers or collaboraters of higher educational institutions in the corresponding academic subject are allowed to teach in the centers and other forms of part-time study. The founding and the work of these centers and forms is regulated by Art. 21, paragraphs 2, 3 and 4 of the Law, which prescribe the conditions for the beginning of work in institutions of higher education. These centers and forms can begin functioning when the republican administrative bodies responsible for education and science have determined that they comply with all legal requirements. The regulations of the Law which cover the temporary or permanent closing of an institution of higher education also apply for the centers and other forms of part-time study.

384. Organizacija nastave i studija po novom Zakonu o visokom školstvu u Srbiji (The Organization of Teaching and Studies under the New Law on Higher Education in Serbia). *Službeni glasnik, SR Srbije*, Beograd, 1972, No. 51, p. 1435.

Teaching activities and the curricula of institutions of higher education are determined by statute. These institutions are required to cooperate and obtain the opinion of work organizations and other organizations for whom they train personnel or which have a special interest, when they prepare the curricula and syllabi. Scientific work and teaching are interrelated activities. The scientific work, plans and programs should continually be updated in accordance with the latest scientific achievements and needs of the society, and should be the result of complete cooperation between the institutions of higher education, the scientific institutes, economic organizations and other organizations. For specialization in certain occupations the statute may allow for study and the taking of examinations at another higher educational institution, whether or not the subjects studied are contained in the curriculum. So that the needs of the economy for personnel in given occupations can be satisfied, the Law enables students to combine subjects of several university schools. The university schools and higher schools can organize vocational training courses in accordance with the terms of the Law. People who have completed a school for semi-skilled workers or a school for skilled workers have the right to enroll in these courses so as to raise their qualifications. In a way determined by the statute, a department of a higher school can organize courses with special curricula and syllabi for skilled workers who have completed a secondary school for semi-skilled workers. Institutions of higher education can, independently or in cooperation with interested work organizations and other

organizations, arrange courses for the further training of working people so that they can keep abreast of the latest scientific and professional achievements.

385. SAVIC, Branka: Predlog izmene načina ocenjivanja učenika srednjih škola u prečišćenom tekstu Zakona o srednjem obrazovanju (The Proposed Changes in the Method of Grading Secondary School Students in the Revised Text of the Law on Secondary Education), *Instruktor*, Beograd, 1972, No. 46, pp. 3--4.

In accordance with the existing Law on Secondary Education, students are now just given number grades ini ndividual subjects and in deportment. However, it is proposed in the revised text of the Law on Secondary Education that students be given both numerical and written grades of achievement. In the text submitted by the Republican Secretariat for Education and Culture to the Assembly of Serbia it is proposed that students be given numerical grades in academic subjects and written grades without any closer approximation in teaching areas. In its work on the submitted text, the Board of Secondary Education of the Educational-Cultural Council (this Board originally proposed the Law) came forth with some new ideas and proposals on grading to make the original proposal more precise. Thus it has been determined that the existing Art. 57 should be revised to read: "To indicate success in the mastering of academic subjects, students are to be graded numerically and in written form. Students are to receive written grades in: art, physical education and health". There remains, however, the dilemma as to what influence achievement in the areas of cultural and character development should have on the general achievement of the students.

386. Zadaci i sistem visokog školstva u SRS (The Tasks and the System of Higher Education in Serbia), *Službeni glasnik SR Srbije*, Beograd, 1972, No. 51, p. 1435.

The new Law on Higher Education in Serbia prescribes the system of schooling, the tasks and the organization of higher educational institutions. According to the new Law, institutions of higher education are university schools and higher schools ("više škole") (not the "visoka škola" and art academies as was earlier the case). Associations of higher educational institutions are the universities and the associations of higher schools. The university schools are scientific and educational organizations of associated work which organize and carry out scientific work and work in the arts, provide experts with the highest professional training, and carry out other related business and services. Besides undertaking the tasks described in Art. 4, the univer-

sity schools: 1) engage in fundamental scientific research on the development of theoretical thinking and apply the resultats of scientific discoveries; 2) to prepare young cadre for teaching and scientific worki; 3) prepare students for scientific or artistic work. The higher schools are organizations of associated work which give experts a higher professional education and carry out other related business and services. The higher schools have been assigned the following tasks: 1) to prepare experts for work in their fields; to provide students with theoretical and practical knowledge; 2) to provide students with the elements of Marxist education in conjunction with self-management socialist society in the spirit of equality, brotherhood and unity of the peoples and nationalities of Yugoslavia and in defense of its independence; 3) to attend to the overall development of the personality of students, to assure proper conditions for their health and physical education and their professional and social activities; 4) to contribute to the economic, cultural and social development of the country; 5) to organize and conduct the further professional training of working people. The university is an association of higher educational institutions which is formed on the basis of self-management agreement to solve questions of mutual interest, in particular: 1) the advancement of scientific, artistic and educational activities; 2) the harmonizing and rationalization of the work and development of associated organizations through the founding and organization of scientific and educational organizations and other forms with an educational-science base; 3) the organization of interdisciplinary and multidisciplinary forms of research and education; 4) standardization of admission conditions and general regulations on study; 5) establishing interdisciplinary ties in post-graduate studies, and undertaking other joint activities to prepare young scientific staffs; 6) establishing common criteria for the selection of teachers and collaboraters; 7) overseeing the living conditions and work of teachers, collaboraters and other working people of the associated organization; 8) creating better conditions for the life and work of the students; 9) coordinating needs in the investment sphere; 10) developing cooperation with other universities, scientific and educational organizations, and related organizations in-country and abroad; 11) solving other assignments entrusted with the university by the associated organizations. Organizations of associated work engaged in scientific work may associate with the institutions of higher education in the university if they fulfill the conditions prescribed in the Law on Scientific Activities. The university is a legal entity. Associations of higher schools are formed by self-management agreement between interested higher schools in order to solve questions

of mutual interest, in particular: 1) to advance professional and educational activities; 2) to harmonize the work and development of the associated organizations; 3) to standardize study policy and general study regulations; 4) to standardize criteria for the selection of teachers and collaborators; 5) to enhance mutual cooperation and cooperation with educational, economic and other work organizations and their associations; 6) to solve other tasks entrusted with the associations by the associated organizations. Associations of higher schools are legal entities. Institutions of higher education, besides associating in associations as regulated in Art. 2 of the Law, can form other types of mutual associations with scientific institutions and organizations of associated work in the fields of economic and social activities. The Law supports all types of self-willed integration — associations of university schools, scientific institutes, universities, ties between universities or higher schools and the economy. The financing of higher education is regulated by this Law and by separate laws on the basis of social agreements and self-management agreements. Freedom in education, scientific work and work in the arts in carrying out the tasks of institutions of higher education ascribed by this Law is guaranted. Teaching and examinations are public, aside from exceptions determined by statute. The scientific, artisctic and educational work of the instiutions of higher education is of particular social interest. The institutions of higher education and their associations are under the supervision of the republican bodies responsible for education and science.

387. Zakon o prijemu učenika škola za kvalifikovane radnike na praktično-stručno obrazovanje (The Law on the Acceptance of Students of the Schools for Semi-Skilled Workers for Practical Training), *Službeni list SAP Kosovo*, Priština, 1972, No. 32, pp. 963—964.

This Law, which was passed by the Assembly of the Socialist Autonomous Region of Kosovo, regulates the acceptance of students of the schools for semi-skilled workers by work organizations and employees so that they may receive practical training. Practical training is defined by the Law as including the practical teaching professional practice and production work corresponding to the type of school for semi-skilled workers. The schools and the organizations are to reach an agreement on the acceptance of students for practical training. The agreement should cover the number of students to be received, the jobs for which the students are to be trained, and the way in which the schools and organizations are to organize and conduct the training. There are similar regulations on carrying out practical teaching so as to fulfill curriculum requirements.

388. Zakon o prosvetnoj inspekciji (The Law on Education Supervision), *Narodne novine*, Zagreb, 1972, No. 49, pp. 437—475.

On December 24, 1972, the Assembly of Croatia passed the Law on Educational Supervision. Educational supervision is to oversee the application of all laws and other regulations which deal with activities in the field of education. Educational supervision is to be carried out by the Republican Department of Educational Supervision, which is a department of the Republican Secretariat for Education, Culture and Physical Education. To carry out local supervision, communal departments can be formed. The assemblies of two or more communes can also form a department of supervision. Educational supervision is directly carried out by the educational supervisor. The educational supervisor of the commune is appointed by the communal assembly. The chief supervisor of the republic is appointed by the Executive Council of the Republican Assembly. Republican educational supervisors are appointed by the Republican Secretary for Education, Culture and Physical Education. In carrying out his duties the educational supervisor has the right: to order the elimination of legal infringements and shortcomings within a given period, and to forbid the execution of measures which are not based on law or legal regulations.

## XVII. EDUCATION STATISTICS

389. SIMIĆ, M.: Razvoj obrazovanja u Vojvodini u 1972. godini (The Development of Education in Vojvodina in 1972), *Naša stručna škola*, Beograd, 1972, p. 6.

The total income in the field of educational activities in Vojvodina for the first eight months of 1972 grew by 36.8% in relation to the same period od the previous year. Contributing to this growth were the rise in salary levels in economic and social activities, and an increase in the assessment rate for education on salaries. The seventeen communies in Vojvodina raised the assessment rate 0.27% to a total of 4.51% as against 4.24% the previous year. In the past two years the financial position of educational workers has substantially improved, as is illustrated by the following data:

| | *1971* | *1972* | *Index* |
|---|---|---|---|
| Workers in social activities | 1475 | 1839 | 125 |
| Workers in education | 1489 | 1837 | 126 |
| Elementary education | 1341 | 1662 | 124 |
| Secondary education | 1675 | 2081 | 124 |
| Higher education | 2153 | 2836 | 132 |
| Workers in health activities | 1494 | 1841 | 123 |

390. LJUBIBRATIĆ, Edo (ed.): *Skolski prostor u SAP Vojvodini. Stanje i problemi* (School Space in Vojvodina. The Situation and the Problems). Novi Sad, Pokrajinska zajednica obrazovanja, 1972, 386 p.

This publication contains data about school space in Vojvodina. It covers preschool institutions, elementary schools and secondary schools. The data are given statistically, and there are also charts of school space and students by communes. The book is divided into the following chapters: an introduction in which the significance of education on the more rapid development of Vojvodina is discussed; An historical review of the evolution: Demographic movements and school space; A statistical review of school space in Vojvodina; A review of teaching in Vojvodina schools by language in which classes are conducted. In the appendix are a statistical survey and charts showing the state of school buildings by communes. The data show that during the post-war period, and especially in the past 4—5 years, there has been a considerably accelerated pace in the construction of new schools and the replacement of run-down and non-functional school space.